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THE SUCCESS OF THE COLLEGE GRADUATE.

By Dr. J. C. Jones, University of Missouri.

[Address delivered before the Southern Educational Association and published
in its Journal of Procedure and Addresses 1899.]

A review of our political history will show that the aid furnished by a college education is such as to increase one's chances of election or appointment to office from thirty-six to eighty-five times; that in a population in which the college graduates form but a little more than one per cent., fifty-five per cent. of the Presidents, more than fifty per cent. of the Cabinet officers, and more than eighty-five per cent. of the Justices of the Supreme Court have come from this class.

It will be interesting to push the investigation further and to inquire into the relative success of the graduate and the non-graduate, not in attaining office, but in performing successfully the duties after the office has been secured. This is absolutely necessary to make the results of this investigation overwhelmingly convincing to all classes of people. There are those who see in the graduate's success in securing influential positions only the success of money or family or of both. There are others who would ascribe it to the graduate's superior advantages which are in no manner due to the mental discipline he has undergone. Such skeptics can be convinced only by present-

ing the relative success in office of the graduate and the non-graduate.

For this purpose the century of our national life affords a fair field: and since it is clearly undesirable and impossible in the space of one paper to consider all classes of offices let our investigations be confined to our national legislature. For this purpose let us divide the century roughly into four quarters and then let us inquire who were the most influential men in shaping the affairs of our nation and what proportion of these were college graduates.

The percentage of college graduates in both houses of Congress is at present a trifle over thirty-six and this percentage has increased in the House in the last thirty years from thirty-two to thirty-six, and decreased in the Senate from forty-six to thirty-six and three-tenths. It is manifestly impossible to do more than roughly approximate the percentage of graduates in Congress during the century. Perhaps it would be near the truth to put the average in the House at thirty-four and in the Senate at forty-one, making a general average in both of 37.5. Then, any excess in the percentage of successful college graduates in Congress over these averages must be ascribed to the advantages arising from their college training.

In determining who were the prominent and influential men in Congress during the period chosen for investigation, it is necessary to have some reliable and impartial guide. For this purpose, The American Congress by John West Moore (New York, 1895) has been selected.

In the first Congress, the important men were Elbridge Gerry, Fisher Ames, Jonathan Trumbull, Rufus King, all graduates of Harvard; James Madison, Wm. Patterson, Oliver Ellsworth, graduates of Princeton; Frederick A. Muhlenberg, educated in Germany, and Charles Carroll, educated in France. Both of these men should be put down among the graduates, for they had the training which the colleges furnish.

The prominent non-graduates were John Langdon, George Clymer, Pierce Butler and Elias Boudinot. Out of a total of thirteen prominent men, seven are college graduates, and nine deserve to be so classed. That is, while the colleges supplied less than forty per cent. of the whole number of members of the first Congress, they furnished seventy per cent. of the prominent and influential ones. Even if Charles Carroll and Frederick A. Muhlenberg are placed among the non-graduates, there still re-

mains the striking fact that the graduates contributed nearly fifty-four per cent. of the leaders.

During the first quarter of the century many able men sat in Congress. The list of leaders in thought and influence contains fourteen names. Henry Clay, John C. Calhoun and Daniel Webster, later known as the great triumvirate, were members of Congress during this period. "Then there was Rufus King, of New York, who for forty years was conspicuous in the public service. **Mention should also be made of Wm. B. Giles of Virginia, an accomplished debater, **who served in Congress for fourteen years; of John Holmes of Maine, an eloquent and witty man,** who was for sixteen years in the House and Senate; of Josiah Quincy of Massachusetts, **an able legislator of scholarly attainments and forcible speech; of John Forsyth, the talented Georgian, who was noted for his elegance of manner as well as for his statesmanship; of Albert Gallatin, the very capable Swiss-American, who was a Representative from Pennsylvania, and afterwards Secretary of the Treasury; and of George McDuffie of South Carolina, an eloquent speaker and earnest champion of Southern institutions." (The American Congress, pp. 247-248.)

It is certainly a striking fact, and one that at once arrests our attention, that every member of Congress mentioned above because of his great services, was a college graduate, with the exception of Henry Clay and Wm. B. Giles. Calhoun was a graduate of Yale; Webster of Dartmouth; King and Quincy of Harvard; Forsyth of Princeton; Holmes of Brown; McDuffie of South Carolina College, and Albert Gallatin of the University of Geneva. Giles was a student at Hampden-Sidney and Princeton, but did not complete the course. To the list of distinguished men of this period must be added Thomas Benton of Missouri, and Nathaniel Macon of North Carolina. Both of these men had enjoyed the training of the college—Benton at the University of North Carolina and Macon at Princeton.

Of the fourteen leading statesmen in Congress during the first quarter, eight were college graduates—nearly sixty per cent. of the whole number—while all but three had college training. The prominence of the college graduate is all the more conspicuous when it is remembered that the percentage of college graduates in Congress at this time was probably not above thirty-six or thirty-seven.

During the second quarter of the century there was even a more brilliant company of orators and statesmen in Congress than during the first quarter, and a larger number deserving of

mention for conspicuous ability. The prominent Democrats were Silas Wright, Levi Woodbury, Robert J. Walker, William L. Marcy, Lewis Cass, Isaac Hill, James Buchanan, James K. Polk, Andrew Johnson, Stephen A. Douglas, Franklin Pierce, Daniel S. Dickinson, Robert B. Rhett, John C. Calhoun, William Allen, John P. Hale and Thomas H. Benton. The leading Whigs (or National Republicans) were William C. Rives, Tristram Burges, Sergeant S. Prentiss, John Tyler, Henry A. Wise, Millard Fillmore, John M. Clayton, Thomas Ewing, George Evans, Thomas Corwin, William P. Mangum, Abraham Lincoln, John J. Crittenden, Caleb Cushing, Robert C. Winthrop, Edward Everett, John Macpherson Berrien, Reverdy Johnson, John Bell, Henry Clay, Daniel Webster and John Quincy Adams. In this list are thirty-nine names. Twenty-five of them are the names of college graduates—sixty-four and one-tenth per cent.

The percentage of college graduates among the prominent men in Congress during the century's second quarter is amazing, since it is almost double that of the percentage of graduates in the whole number of members. Could any more striking illustration of the value of college training be furnished? It means nothing less than this: A college education increases a man's chances of getting into Congress thirty-six times, and then when he has won this honor, as if enough had not been done, it aids him still further by nearly doubling his chances of becoming an influential member.

The large number and the wide distribution of the colleges represented attest the growth of higher education beyond the confines of New England. Four New England colleges furnish all but two of the prominent congressmen during the first quarter. Fourteen colleges furnished those of the second, as follows: Bowdoin 4; Harvard 4; Dartmouth 2; Brown 2; University of North Carolina 2; Yale 2; Middlebury College 1; University of Pennsylvania 1; Dickinson College 1; Washington College 1; University of Ohio 1; Princeton 1; Cumberland College (now the University of Nashville) 1.

During the third quarter, which includes the period of the Civil War and of Reconstruction, the important and difficult questions to be settled brought into Congress a large number of men of pre-eminent ability. The leading anti-slavery men in Congress were Charles Sumner, a graduate of Harvard, William H. Seward, a graduate of Union College, Salmon P. Chase, a graduate of Dartmouth College, and Joshua R. Giddings, a non-

graduate. Arrayed against these men as leaders of the pro-slavery party were Jefferson Davis, a graduate of West Point, Robert Toombs, a graduate of Union College, Alexander H. Stephens, a graduate of Franklin College (now University of Georgia), and John C. Breckinridge, a graduate of Centre College (Kentucky). Is it pure chance that of these eight acknowledged leaders during the most momentous period in our history all except one are college graduates? Is it not more rational to assume that it was the mastery over self which they had acquired in their college training, which fitted them to be teachers and leaders of men?

Other very prominent and influential statesmen of this period were Thaddeus Stevens, a graduate of Dartmouth, Thomas A. Hendricks, a graduate of Hanover College, and William Pitt Fessenden, a graduate of Bowdoin. There were also valuable men who were not graduates: Simon Cameron, Oliver P. Morton, student at Miami University, Elihu B. Washburn, student at Harvard, Henry Wilson, Schuyler Colfax, Lyman Trumbull, head of an Academy in Georgia at twenty, and Benjamin F. Wade, also school teacher, enticed away by the charms of political life, were statesmen of power, ability and untiring devotion to duty. Yet the leaders who were college graduates form nearly sixty per cent. of the whole number, and that, too, in a body in which the percentage of college graduates was certainly less than forty.

From 1870 to 1885 the list of illustrious statesmen in Congress as laid down in *The American Congress*, contains forty names. Seventeen of these—forty-two and five-tenths per cent—are the names of college graduates. The percentage of college graduates among the prominent men is smaller than that of any quarter, and yet it exceeds that of the percentage of graduates in the whole number of congressmen by six or seven points. Though the excess is small, it indicates that the college graduate has yet an advantage.

Two facts which came out in an examination of the above list deserve to be mentioned. First, the large number of college trained men in the list who are not graduates. No less than nine of the twenty-three non-graduates had more or less of the advantages afforded by the colleges and universities. The second striking fact is, that of the fifteen colleges and universities represented by their graduates, only two of those of the first rank are represented, Columbia and Harvard, and each of these by but a single representative. If any argument were needed to justify the existence of the small college, a sound one is found here. The

small college furnished nearly ninety per cent of the distinguished graduates in the above list. It may be interesting to know the colleges and universities represented. They are as follows: Washington College (Pa.), Brown, Williams, Hamilton, Kenyon, Columbia, Harvard, De Pauw, Indiana University, University of North Carolina, Centre (Ky.), Rutgers, Bowdoin, Virginia Military Institute, Emory (Ga.) The mere mention of some of the names of the college graduates in Congress during the period under consideration will show that they are the names of the leaders, of men who directed in large measure the course of public affairs, and who exerted a profound and lasting influence upon our national life. There was Henry B. Anthony, called the "Father of the Senate," because of his long and distinguished service; James G. Blaine, regarded by many persons as the ablest statesman in public life at that time; James A. Garfield, a scholar and an able and impressive debater; Samuel S. Cox, an energetic legislator, whose services in Congress extended through many years; Joseph R. Hawley, who, as Chairman of the Committee on Civil Service, "vigorously promoted the enactment of civil service measures; Daniel W. Voorhees, familiarly called the "tall sycamore of the Wabash;" Abram S. Hewitt, to whom the Geological Survey owes its existence; Wm. M. Springer, an earnest, energetic and able representative; George F. Hoar, a scholarly man of much influence, and L. Q. C. Lamar, who, both as Representative and Senator, maintained that the Southern States "were bound both by interest and duty to look to the general welfare and support the honor and credit of a common country."

It is best to close the review of the century at this point. The difficulties which beset any attempt to extend the investigation down to the present are apparent. It is altogether likely that many persons would place upon the list of leading Congressmen during the century names which are not found in the lists treated here, and omit some that do occur. Yet there can be no doubt that any fair list would disclose exactly the same results as have been reached in this article. The pre-eminence of the college graduate among the distinguished men of both House and Senate would undoubtedly be shown.

Statistics testify to the increasing influence of the college graduate in our national affairs. For example, from 1789 to 1841, a period of fifty-two years, the college graduates among the Justices of the Supreme Court were just 50 per cent. of the whole number; from 1841 to 1909, a period of fifty-nine years, the

graduates form nearly 87 per cent. of the whole number. During the first period—fifty-two years—the Presidents who were graduates were but 50 per cent. of the whole number, while during the second period—fifty-nine years—they form nearly 60 per cent. of all persons chosen to the Presidency. In the House of Representatives, thirty years ago, the college graduates formed 32 per cent. of the whole number; now they form about 36 per cent.

This becomes even more striking, if we confine our examination to some of the newer States. For example, only seven of the Governors of Missouri are college graduates, 26 per cent. of the whole; but if we take the eighty years of Missouri's history and divide it into two parts, one part being the fifty years prior to 1870, and the other the thirty years subsequent, we shall get some interesting results. During the first period, the percentage of college graduates among the governors is not quite six; during the second period the percentage is sixty-six and six-tenths. These figures are very significant, and mean that the graduate's chances of election as governor have increased amazingly in the last quarter of a century. While in the first half century of the history of the State, the graduates stood only six chances to the non-graduate's one, in the last quarter the graduate's chances have been nearly sixty-seven times those of the non-graduate.

In new countries a man's chief dependence is upon the powers born in him; but as States or nations advance in civilization and increase in population, opportunity becomes so small and competition so fierce that we need to cultivate to the uttermost our native powers. As opportunity grows less and competition sterner, education becomes more important. Europe has already reached the position toward which we are traveling fast, where college training is almost necessary to success.

Let us now turn aside from the consideration of the college graduate in politics to inquire briefly into his success in other fields of endeavor. In medicine, the leaders of thought, the men who are pushing their investigations into fields heretofore unexplored, the successful physicians are college-bred men. Statistics show that only one physician in twenty is a college graduate—just five per cent.; but this five per cent. furnishes fifty per cent. of the successful physicians, while the ninety-five per cent. of the non-graduates furnishes the other fifty per cent. Perhaps it becomes more striking when it is said, that from every group of five graduates comes one successful physician, and just the same number from a group of ninety-five non-graduates.

The success of the college graduate in the church is strikingly illustrated by the bishops of the Episcopal church in the United States, and by those of the Methodist Episcopal church. There are eighty bishops of the Episcopal church. Of that number three are unknown, leaving seventy-seven. Sixty-two of these are college graduates—over eighty per cent. In both branches of the Methodist Episcopal church there are thirty bishops. Of these, two are unknown, leaving twenty-eight. Nineteen of these are college graduates—nearly seventy per cent. It is difficult to determine with exactness the percentage of graduates among the ministers of these two churches; but it is safe to conclude from statistics at hand that it is far below that found among the bishops, which fact illustrates vividly the pre-eminence of the college graduate in the church.

There is scarcely a position of note in college or university that is held by a non-graduate, and when such is the case it attracts much attention. In the business of teaching, competition has become so fierce and the demands of the colleges so high that one must be more than a graduate to secure even a subordinate place. It was formerly not uncommon for the leader of his class immediately upon graduation to assume the position of teacher in his alma mater. Such a thing is now absolutely unknown, even in second rank colleges and universities. Scores of the American professors are graduates not only of colleges or universities at home, but of those of Germany, England and France.

It can not be denied that in literature some men have attained eminent success upon whom no college has set its seal of approval; but that proves nothing; and the fact still remains that the great names in American literature are the names of college graduates. Hawthorne and Longfellow are graduates of Bowdoin; Webster, of Dartmouth; Harvard has given us Lowell, Holmes, Dana, Motley, Bancroft, Prescott and Emerson. Cooper is not less the son of Yale because of his defiance of academic restraints forced her to thrust him from her breast; and Bryant surely owes something to the inspiration received during his two years at Williams.

The success of the college graduate in business remains to be considered, and this will be the last point treated. It is often said that the boy who is going into business need not trouble himself about a college education; but this is a grievous error. To conduct a great business requires a man of as well-trained powers as to conduct any great enterprise, and the man who un-

dertakes it with undisciplined powers will in every case be outstripped by the man who has taken time to get his mental equipment, and will be crowded to the wall. There is no better illustration of the advantage of mental training than is furnished by the struggle now going on between England and Germany for the world's trade. The methods used in the two countries for preparing a young man for business are wholly different. In England, the boy is trained up in the business, the learning of this being his chief mental training. In Germany, the boy is first trained in the school, perhaps even the university, and then he learns the business which he expects to follow. The results of the two methods can now be seen in the rapid encroachment of German trade upon that of England. The position of the latter has for centuries relieved her of devastating wars, and while other nations were struggling for existence, this "tight little island" was developing her resources and extending her trade relations. But when peace came at last after the Napoleonic wars, the Germans, too, entered upon a period of development and began the pursuit of a nation having many decades the start of them. With the "seven-league boots" which education furnishes them, it is safe to predict that they will rapidly overtake their competitors, and fiercely contest with them the supremacy in the matter of the world's trade.

To come closer home, it is proposed to inquire into the success of the college graduate in business. It is manifestly impossible to ascertain the number of college graduates among business men of all classes, hence the investigation upon this point shall be limited to a single class, the railway presidents of the United States. Of these there are seventy-five if we count all the principal systems. Sixty-eight of these responded to the writer's request to be informed whether they were college graduates or not. Twenty-seven of the sixty-eight are college graduates—nearly forty per cent. This is amazing, in view of the fact that the college man in business has been so much decried and ridiculed. In this group of sixty-eight men we have no right to expect to find a single college graduate; for only about one man in every hundred is a graduate, and this fact must never be lost sight of. Yet in this field of business, where great skill, ability and prudence are required to manage the immense properties, we find that the graduates number not one per cent., but nearly forty. This can only be due to the fact that these men have demonstrated their fitness to be at the head of these great enterprises, and they have been prepared for their work by the

discipline of the college. The replies of many of the railway presidents indicate how sorely they regret that they have had no college training, and how keenly they feel their loss. One writes thus: "I regret to say that I am not a graduate of any college." Another thus: "I am not a graduate of any university. It would have been of great benefit to me, if I could have had the benefits of a collegiate course." Still another writes thus: "I regret to say that I never enjoyed the benefits of a collegiate education." Another writes: "I am not a college graduate and never had any college training." Then, as if to show that he is not wholly without merit, he naively adds: "But I have four sons that are college graduates."

The facts presented above clearly show that the question before the young men of America today is not whether they can afford a college education, but whether they can afford to be without one. Every clear-sighted young man must see how great an advantage will come to him if he will take the time and trouble to become master of himself before he tries to become master of others.

And in this connection it is pertinent to mention the influences which are drawing the youth away from the institutions of higher learning.

The first is found in the very character of our material civilization. This has so dazzled our eyes that we can not see that any knowledge which can not be used in making a living has any value whatever. Mr. Froude speaks the sentiments of a large class of people when he says: "Yes, we do want more light, but it must be light which will help us to find work, and find food and clothing and lodging for ourselves. No education which does not make this its first aim is worth anything at all." The colleges and universities are censured because they do not make the ultimate test of all knowledge its practical utility. It is claimed that their courses do not fit men for the duties of life; that their curricula are made up of studies that have no practical value and are therefore absolutely worthless; that the graduates are turned out upon the world as helpless as young birds and with no more ability than they to procure a living for themselves. No one claims that the courses offered by colleges and universities are perfect. They show the infirmities that attach to everything human. Whether they are practical or not depends upon what is meant by that word. If it is meant that these courses contain many subjects which a boy can never use in after life, it must be admitted that the claim is true. But this admission

does not carry with it any censure of the work done at present by colleges and universities. The object of all education is discipline and character, and incidentally information. The standpoint from which higher education must be judged is whether it imparts mental power and creates strength of character in the individual.

The second influence emanates from those who do not know what a college education is, what it aims to accomplish, or what are its fruits. They point to those men in our history who in every period, without the advantages of higher education, have attained not only success but distinction, and claim that these instances prove that a college education is not necessary. The inference is wholly wrong. These cases prove nothing more than this—that some men are born with such splendid powers that they can afford to disregard the drill through which the average man must pass to secure the highest development, just as some men grow, without any effort on their part, into giants. Intellectual giants may forge past their fellows on the road that leads to success at a pace that men of ordinary strength can not reach; men endowed by nature with that mysterious power which we call magnetism, or with that persuasiveness of voice and gesture which we call eloquence, may rise to positions of influence, without applying to themselves the stimulants and restraints that ordinary men must use. But these men were cast in a larger mould than the average man. For the rank and file of the human family, long continued and persistent exercise is necessary if one would reach higher than the dead level of his fellows.

This fact, however, must not be lost sight of. While men without a college education have wrought worthily and well in all periods of the world's history, who can say how far they might have surpassed their own splendid efforts, if they could have entered upon their work with well disciplined powers?

In this connection, the "self-made man," who often underestimates the value of education, deserves a word. There is no such thing as a "self-made man" in the mental world, any more than in the physical world. We are all heirs to all the learning, to all the culture of the past, and this, the "self-made man" inherits along with the rest of mankind. The influence of learning is not directed upon him through exactly the same channels as upon other men; but he feeds upon it and assimilates it, and is nourished by it, just as other men. Cut him off from all the influences that culture has set at work in the world, throw him

back upon his own barren self, and he would realize his own emptiness. He loses sight of this point and imagines that he is the product of himself, when, in reality, he is just as much the product of the combined influences of knowledge and culture as any other man. These influences surround him like the sunlight, and envelop him like the air, and he can no more free himself from them than he can escape from the influence of air and sunlight.

The third influence that draws our youth away from the colleges and universities is the most potent of all. It is haste to get into business, to get into one's life-work and establish a bank account. Young men would do well to learn that there is no time in life when the motto, *festina lente*, "make haste slowly," can be more wisely adopted than in youth. If they are going into a physical contest of any kind, they prepare themselves by long and patient training; but in preparing for the race of life, the longest and most difficult race that they may run, many young men imagine that they can enter upon this without preparation, and trust to fortune for success. This is a grievous blunder. It pays in the saving of time to prepare well for one's life-work. The well-equipped man will do more in ten years than the poorly-trained man in twenty, and will do it with more ease and pleasure.

It pays in dollars and cents, too. Statistics show that a college education adds two hundred per cent. to one's wage-earning power. No arithmetic has yet been devised that can estimate the per cent. that it adds to one's manliness, usefulness, and happiness.

FELLOWSHIP IN ENGLISH.

At a meeting of the Alumni Fellowship committee held August 30, 1900, Miss Dottie Scarborough was elected as fellow for the scholastic year of 1900-1901.

Although it was published in the July Bulletin that this "Rufus C. Burleson Fellowship in English" would be filled by election from applicants who applied, and it was also stated that it would pay the holder \$200 a year, only one application was received.

Perhaps some were sceptical in regard to the matter, but we hope now that it will be understood that this Alumni Fellowship is a practical success. The fund for its endowment should be made larger and the undersigned will be pleased to receive cash or subscriptions for this purpose.

W. H. POOL, Secretary,
Alumni Fellowship Committee.

BAYLOR BULLETIN.

THE OFFICIAL EXPONENT OF BAYLOR UNIVERSITY,
WACO, TEXAS.
Entered as mail matter of the second class.

W. A. HARRIS, A. M., Ph. D., EDITOR-IN-CHIEF,
Professor of Greek.
NATHANIEL HARRIS, A. B., BUSINESS MANAGER,
Assistant Registrar.

ASSOCIATE EDITORS:

THE FACULTY OF THE UNIVERSITY.

All contributions of matter for publication, exchanges, books for review and general correspondence should be addressed to the Editor-in-Chief.

Subscriptions and other business matters should be sent to the Business Manager.

The subscription price is 25 cents per year. Advertising rates will be given on application.

Baylor's prospects are brighter than ever before. Faculty and students are jubilant. The present enrollment has reached 385. These, with a few exceptions, are earnest, enthusiastic students and promise much for the future of the institution.



The average man in Central and Western Texas wears a pleasant, happy countenance. With abundant crops and high prices for cotton, general prosperity prevails. The schools, too, have felt the common uplift in the increase of pupils and the helpfulness of their boards of management.



Now and then some appalling, overwhelming disaster reminds us of the weakness of man and the frailty of human devices. Such a manifestation of the strength of nature was witnessed recently in the destruction of Galveston. In a few hours were swept away the accumulations of years and many valuable lives. This great calamity furnished another opportunity for a

demonstration of the brotherhood of man and for an exercise of the Christian graces. All over this country and in foreign countries, as well, men paused in their mad rush for business to sympathize with the poor sufferers and render what aid they could. The general and generous response was as magnanimous as the calamity was great. While others were sending in their thousands, Baylor was glad to add her small drop to this stream. Baylor, through her President, had learned to take a lively interest in the Ball High School and to this extent felt as if she too were a sufferer. The indomitable energy with which the survivors have gone to work to rebuild and rehabilitate their city speaks volumes of praise for their courage and pluck. In times like these the dollar sinks and we admire the finer qualities of the soul. The best part of a man's life is that part which will not bear the stamp of the dollar mark. One might well wonder if such great calamities were not intended to call us back from selfish gain to the contemplation of the higher, better things of life, and the cultivation of the spirit of mutual helpfulness.



On the 21st of this month will occur the celebration of the twenty-fifth anniversary of Vanderbilt University. Quite extensive preparations have been made, a notable feature of which is the announcement of addresses by President Hadley of Yale; Sullivan of Mississippi and Barnard of Chicago. A new building presented by W. K. Vanderbilt will be opened for the first time. Baylor has been asked to send a representative and expects to do so.



One of the most noteworthy events for higher education is the bi-centennial celebration which is to occur at Yale in 1901. Preparations are already under way for this event and vast sums have been donated for carrying out the plans. Friends and alumni from all over the Union are expected to be present—friends to show their interest in this noble institution and glory in its achievements; alumni to renew old associations and make fresh vows for the future.



The Bulletin appears this quarter in a new dress. There are several reasons for adopting this form, but the one which personally concerns our friends is the convenience of handling and

binding. The policy of the paper has not changed, but the Bulletin will continue as heretofore the official organ of the University and the promoter of Christian education. In addition to the usual matter this number contains the announcements for the Spring Term and the list of students enrolled, increasing its volume to a very great extent.



It seems that Baylor is to have a weekly paper. For some time there has been a feeling that there was room for such a publication. Not only room, but a need. Steps have been taken looking to the establishment of such a paper and we have hopes that it will meet with success.

PROFESSORS HOFFMANN AND SCHWATLO.

In the July issue of the Bulletin we gave a brief sketch of some of the recent acquisitions to our faculty. In this issue we give some account of Professors Hoffmann and Schwatlo, about whom we were not privileged to speak in our last issue. Both of these gentlemen have already won a high place in the estimation of their associates, their students and the general public.

Professor Hoffman, a native of Germany, is of a famous musical family. He obtained his literary education at the Real Gymnasium, Hamburg. He then spent two years at Valparaiso, Chile. Upon returning to his native land he entered the Royal Conservatory at Liepsic, the greatest institution of music in the world. Here he won many distinctions—among others the Mozart Piano Prize. Famous among his instructors were Roentsch, Anasdorf, and Hesse. He was organist of the British-American church at Liepsic until Baylor invited him across the sea to win laurels in America. He is, no doubt, the finest pianist in the Southwest.

Professor Schwatlo is a native of Berlin. His father was a professor of architecture in the Technological University of Berlin. He spent a number of years as a student in the Berlin Gymnasium. From there he went to the German Imperial high school of music. After finishing there, he came to America and settled at Patterson, N. J., where he won great reputation as an instructor in music. There many rich and influential families sought his services, among whom was the family of the late Vice-President Hobart. He afterwards moved to Boston and continued the work of private instructor. He was quite popular there and came highly recommended from Boston to Baylor.

FROM THE FACULTY ROOM.

S. P. Brooks, Secy.

Grades shall hereafter be by letters with the following group values:

| | |
|--------------|--|
| A— 90-100... | Excellent |
| B— 80- 90... | Very good |
| C— 70- 80... | Good |
| D— 50- 70. | Poor |
| E—... .. | Below 50, and is subject to discipline |

Monthly average and final examination must equal C. Monthly average of A gives second examination no matter how low the first examination may be. Monthly average of B gives second examination, if first examination did not go below D.

2d. We recommend that a student who is absent from any recitations be required to make up that work within a reasonable time. In case any student is absent as much as half his time, it shall be equivalent to failure on the subject and the work must be taken again. In exceptional cases, however, this disability may be removed by the Faculty.

It is recommended to the Board of Trustees to offer hereafter the degree of Ph. M.

Adopted October 1, 1900.

THE OPENING 1900-1901.

The opening this year is highly satisfactory. The Faculty has been strengthened by several important additions, the undergraduate students show about 30 per cent. increase over last year; the graduate students show about 50 per cent. increase and the Treasurer reports a satisfactory increase in the income. This is highly important, for Baylor is doing more in proportion to its income than any other institution in the country.

The exercises on Tuesday, September 4, with which the work of the session opened, were interesting. Dr. Carroll, Mayor Riggs, Rev. G. W. McDaniel, Superintendent Lattimore, Honorable Pat Neff, Judge West, Professors Ritchie, Eby and Hamilton all spoke appropriately and instructively. The singing of Miss Finley and the violin playing by Professor Schwatlo charmed and delighted all. The completion of the improvements commenced last year in Georgia Burleson Hall and the renovation of Maggie Houston Hall are the most substantial evidence of progress at the opening of the new year. The total cost of these improvements is about \$35,000.

THE OUTLOOK.

Rev. Geo. W. McDaniel, President of Alumni Association.

The Registrar stated that his first day's work at the opening of Baylor this year was the heaviest he had ever done. This means that the present session is to be the largest in the history of the institution. Not the greatest in attendance only, but the most prosperous and successful in finances; for, thanks to a wise management, the credit system has been abolished, and every student pays tuition, matriculation fee, board, etc., in advance. This is best for patrons and school alike. Baylor has lost thousands of dollars by unbusinesslike methods in this respect; by such methods I very seriously doubt if it is possible to benefit those who make debts and neglect to pay them. The University buys books and provisions, and rents pianos, for which it must pay cash. Then with very little profit it furnishes these to the student. Under the old system it bought for cash and sold on credit, and for about the same price, and sometimes lost accounts. This necessarily diminished the income, and the burden fell on the faculty and the trustees. Besides, the person thus favored was injured—morally, at least—for it impairs the character of any one to neglect an unfulfilled obligation. Furthermore, a man has no right to ask an educational institution to furnish board and tuition to his child on time. Those who are obtaining their own education can borrow money, or drop out of college at intervals and make sufficient money to carry them through.

It is better for fifty students to owe fifty different prosperous citizens, than for them all to owe one unendowed school. A few persons may not like the change, but wisdom will be justified by her children. There will be some friction and misunderstanding, incident to the change, but this will all wear away, or be satisfactorily explained. The treasurer can tell exactly what the income will be on the cash basis, and can shape his plans accordingly. Thus definiteness and certainty are secured.

We should hail with joy this glad day. This judicious, business management puts the University on a sound and safe financial basis. Another encouraging feature at the University is the marked improvement of the buildings. They have been enlarged, and additional room secured for all purposes. The young ladies' dining hall is a "thing of beauty;" and old Maggie Houston Hall has been renovated and re-modeled until it compares favorably with the best dormitories in the state. You would think it

incredible that the old hall could have been transformed into the commodious handsome building as it now appears. One can scarcely believe that the young men's dormitory is the Maggie Houston Hall of other years. The music rooms have all been taken out of the recitation building, and classes are no longer disturbed by constant practice on the pianos, and by high-keyed solos in the same building. In fact the Baylor of today is vastly different from the Baylor of this day one year ago. People are fast realizing this and their patronage is the result. The outlook is as bright as the new improvements are beautiful.

The faculty is stronger both in number and scholarship than ever and we do not mean any reflection on those worthy teachers whose past toils have made possible the present Baylor. They doubtless rejoice as enthusiastically as the alumni. There are more A. M.s and Ph. D.s in the faculty than formerly. While we know that degrees do not make scholars, yet they do represent work done, and usually are the badges of scholarship. Men trained in Chicago, Yale, Harvard and Johns Hopkins, are now at the helm, with a sufficient number trained in Baylor to keep in remembrance the traditions of the past. We may safely say that the outlook is as encouraging as the past is glorious, and the scholarship as profound as the future is hopeful.

The efficiency of the body is determined by the head. If the head be sick, the whole body is sick. The President makes a prosperous institution. He gives color and character to everything connected with the University. His life evokes the admiration and enthusiasm of the student body. He ought, by all odds, to be the greatest mind, heart, character,—in other words,—he ought to be the greatest man and the recognized leader in the faculty. Such is Dr. Cooper. He is President of Baylor University. The teachers know this and co-operate with him heartily. The students honor their President. He has the good wishes of all. I am not writing fulsome flattery, but solemn truth. Dr. Cooper is remarkable for his quiet dignity and power. I have never seen a finer specimen of calm, composed manhood. He is easily the best University President in Texas, scholarship, experience, and all being considered. Baylor's outlook is as bright as her President is great. Baylor now has a genuine college spirit, without which no institution can live in the hearts of its students. Athletics are encouraged within the bounds of moderation. During the summer the leaders in these sports have been alert, and have succeeded in inducing some valuable men to attend Baylor. First-class athletics are a matter of growth,

and proficiency is the result of time; but Baylor has made a noble beginning, and a healthful enthusiasm pervades the whole student body. In athletics Baylor is worthy of the best foe-man's steel. She has attained to that position where one defeat does not weaken her confidence. In thinking of her first year's experience in college athletics, one marvels that she proved so strong a competitor with the other colleges where athletics have been practiced for years. Defeated, but not vanquished, they felt that

"Noble souls, through dust and heat
Rise from disaster and defeat,
The stronger;
And, conscious still of the divine
Within them, lie on earth supine
No longer."

But, perhaps the most progressive and far-reaching movement connected with our Alma-Mater's recent history is the organization of "Baylor Clubs" over the state. Lancaster, with characteristic energy, was the pioneer in this work. An enthusiastic club was organized there with some of the best material in the state. This organization proposes to do something handsome for the institution, and those of us who know the charter members are sure that Baylor will not be disappointed in her great expectations from her first club. Other cities and counties will be quick to follow. A number are devising ways and means for such a club in their county. The object is to organize a "Baylor Club" in every precinct or county in the state where twelve or more graduates and ex-students can be gathered. They can meet as often as they choose. Their work will be to foster a Baylor sentiment in the community; to keep in touch with the needs and progress of the University; to search out students who ought to, or who are going to attend college, and influence them for Baylor; and to make the welfare of Baylor their deep concern. This work must be prosecuted if we are to have a great University in the Southwest. It will be done, and done cheerfully by those whose lives have been blessed by Baylor's influence. Let the plan of organization be taken up all over the state. Where are the volunteers from all the counties? Write to President Cooper or the President of the Alumni Association for any needed information. Write Dr. Cooper to visit your community at an appointed time and speak to the citizens of your county. The plan in Temple is to write

to every Baylor student in the county and ask them to meet in Temple on some Saturday for the purpose of organizing a Baylor club; and to write to Dr. Cooper and secure his presence if possible. I also want to have Dr. Cooper address the people of the community on Sunday evening following. It would be a good thing for the University and your church if every one would have him come and speak to them at the best service of the best day. Let's rally around our leader in this mighty cause and follow as he leads to glorious victory! The outlook for Baylor University is as bright as Texas is large, and the Baylists are right, as the Bible is true and as God is good!

Temple, Texas.

DEGREES.

The recent establishment of the new degree, Master of Philosophy (Ph. M.), suggests these statements about the different degrees conferred by Baylor University, their relations and conditions.

Degrees are properly differentiated upon two principles: (1) According to rank they are three—Bachelor, Master and Doctor; (2) according to the field of knowledge predominant in the conditions they are various. Furthermore, the usage of reputable institutions is far from uniform.

The policy of Baylor in this matter is influenced by regard alike for the historic precedent of the world's great institutions of learning and for the best interests of sound progressive scholarship in our own time, section and civilization.

1. We confer four different Bachelor degrees: Bachelor of Arts (B. A.), Bachelor of Science (B. S.), Bachelor of Philosophy (Ph. B.), and Bachelor of Literature (B. L.) These are the same in rank and comprehend the same number of hours in recitation. An average student can supposedly attain to any one of these four degrees by the same amount and quality of work as any other; and the honor of graduation is the same. His selection is guided wholly by his individual preference and capacities for certain departments of learning and by his prospective life-work. The essential equivalence of the courses leading to the four Bachelor degrees in Baylor University is the more emphasized because in many institutions of lower standards the A. B. course is held up as a leader, while the others are short-cuts. Of course, the entrance requirements are significant as well as the college work.

The college work required for any one of the above degrees is forty-two courses, a "course" being a study that recites three hours per week for five months. Twenty-eight, or two-thirds of the whole number, are prescribed, the remaining fourteen being elective. Of the twenty-eight, eleven are in the two kindred departments that characterize the particular degree, as follows: For A. B., Latin and Greek; for B. S., Mathematics and Science; for Ph. B., Philosophy and Economics and History; for B. L., English and Fine Arts. The remaining seventeen required courses are so distributed among the departments and co-ordinated with the eleven as to secure a well-balanced training. The fourteen electives may be selected by the student in the direction of his chosen specialty. For example, a B. S. man may get the major part of a Civil Engineering course, a Ph. B. student may get the first part of a Law course, an A. B. may have a year of Theological work, or the beginning of a non-professional graduate course, etc. By such combination of the elective system with the required, the advantages of each are secured and the weaknesses mainly avoided.

Each degree, having a specific meaning, is more valuable than could be if only one or two degrees were provided for on a basis of freer election.

Special attention is due the B. L. degree in that it combines, with extensive studies in English Language and Literature, not less than five nor more than thirteen courses in Fine Arts. Thus, the student who desires to devote special attention to Painting, Piano, Voice, Violin or Elocution, may do so as a part of the work leading to his or her college degree.

2. The Master degrees conferred by Baylor are three, being the same as those given by the University of Chicago, viz: Master of Arts (A. M.), Master of Science (M. S.), and Master of Philosophy (Ph. M.). Among the conditions of receiving a Master's degree are, (a) to have won the corresponding Bachelor's degree, (b) to have completed ten additional courses, at least half in one department, and (c) to have presented a satisfactory thesis. The minimum time in which this work can be done is one year in residence or two years in absentia.

The range of advanced elective courses now offered in the different departments is so broad and varied as to afford surpassing inducement to the best men and women graduating from the higher institutions of the state to come and spend one or more years in Baylor.

3. The Doctor degrees logically following the foregoing are Doctor of Philosophy (Ph. D.), and Doctor of Science (Sc. D.);

but applications for these highest university degrees are not for the present accepted.

The honorary degrees, Doctor of Divinity (D. D.), and Doctor of Laws (LL. D.), are rarely conferred.

The esteem in which Baylor's degrees are held in the educational world is indicated by the fact that our Bachelor's diploma admits the bearer to the graduate department of Johns Hopkins, Yale, Harvard, and Leland Stanford, Jr., Universities, as a candidate for a higher degree.

J. S. TANNER.

BURLESON COLLEGE.

We are glad to hear such encouraging reports from Burleson College,—the newest acquisition to the system of correlated schools. Professor Minor L. Moore writes us as follows:

The opening of Burleson was gratifying to faculty and students. Notwithstanding the serious reverses she has suffered in the past, the former students have returned and many who feared the outcome and who have not been on familiar terms with the college, have entered. The prospects are flattering: twenty new students have come in this week, and more will enroll within the next few days, both of former and new students. The citizens of Greenville seem to be inspired with a new belief in the future of Burleson and are looking upon her as a public enterprise, and all are interested.

The first entertainment of the year will be rendered on the 23d instant. The special departments are organized and the work of each is moving on in fine spirit. The boys have organized the foot-ball team and are preparing for a season of pleasure along the athletic line. The literary societies met in mass meeting on the afternoon of the 14th and a great deal of enthusiasm was manifest on the part of every one. Speeches were made by members of the faculty and by the students, all determined to make Burleson rank highest among the colleges of North Texas. A most healthful atmosphere prevails and the year promises a great deal for the college.

EAST TEXAS BAPTIST INSTITUTE.

We received some time ago a brief note from President C. F. Maxwell, of East Texas Baptist Institute, written before the opening of the present session. The Bulletin is always glad to hear from

its friends. It is truly glad to have such encouraging reports from the Institute, and extends hearty congratulations and best wishes. President Maxwell says:

"Last session of the Institute has been one of marked progress in every respect. In the beginning there was an air of uncertainty about things that made it exceedingly difficult to secure students. Enemies reported the death of the school. Bitter attacks had the effect of making people hold back. Now, however, there is quite a different state of affairs. The people see success, and begin to realize that the school was not correlated to kill it. This has been an immense gain. The class room work has given abundant satisfaction, and the results as showed by this feature are very gratifying. The friends of the Institute are encouraged to know that during the last session not one thing in the nature of a jar, or discord, or strife has been seen or heard anywhere, but a gentle spirit is manifest throughout.

"As to the coming year, the prospects are very bright, quite a number of new counties will be represented in the student body, and all of the old students are making special efforts to have a large increase in the attendance next year.

"We appreciate the sympathy and encouragement that have come to us from our brethren in various parts of the state, and especially from Baylor. It is full evidence that all friends of the great wide state work are our friends; a fact which many who bear the name of Baptist in this country are slow to believe."

DR. JONES' ARTICLE.

We desire to call special attention to the leading article of this issue—the article by Dr. J. C. Jones on "The Success of the College Graduate." Dr. Jones has gone at the matter in a scientific, systematic way, and speaks almost authoritatively. For many years he has studied the question, and what he has to say is not vague guessing but mature deliberation and sober judgment. We believe this one of the most helpful articles we have read for many a day and we desire to give it as wide circulation as possible. Read it, hand it to your neighbor and then if they can be helpful send for other copies. More and more each year Texas is beginning to feel the effects of competition. Money no longer brings the high rate of interest of former days, and as the large ranges are broken up and population becomes denser, competition will become fiercer and fiercer. With her vast resources Texas may never feel this so keenly as does the

New Englander at present, but conditions are ever changing, and he is best prepared who has his faculties and powers under best control and can most readily adapt himself to the new situation. As Marcus Aurelius says, "The art of life is more like the wrestler's art than the dancer's, in respect of this that it should stand ready and firm to meet onsets which are sudden and unexpected." Why should the youths of Texas suffer others to take from them their heritage as they most surely will unless they discern the signs of the times and prepare.

TRAINING.

In a very interesting article on "Old-Fashioned Doubts About New-Fashioned Education" in the *Atlantic Monthly* (Oct. 1900) Prof. L. B. R. Briggs has these pertinent remarks about training: "Now what is training and what is the peculiar characteristic of the trained mind? Training is the discipline that teaches a man to set labor above whim; to develop the less promising parts of his mind as well as the more promising; to make five talents ten and two five; to see that in his specialty he shall work better and enjoy more for knowing something outside his specialty; to recognize the connection between present toil and future attainment, so that the hope of future attainment creates pleasure in present toil; to understand that nothing can be mastered without drudgery, and that drudgery in preparation for service is not only respectable but beautiful; to be interested in every study, no matter how forbidding; to work steadily and resolutely until through long practice—and, it may be, after many failures—he is trusted to do the right thing, or something near it, mechanically, just as the trained pianist instinctively touches the right note. Training is all this and more."

It seems strange that a man will train—train earnestly and severely for a contest or race, but for the hardest, most trying combats of life he will not train.

[SUPPLEMENT.]

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1894-1897, with Franzl Muetter, and in the Leschitzsky

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A. W. MCGAHA, A. M., D. D..... WACO, TEXAS,
Pastor of First Baptist Church.

F. H. KERFOOT, D. D., LL.D..... ATLANTA, GEORGIA,
Corresponding Secretary Home Mission Board, Southern
Baptist Convention.

J. B. GAMBRELL, D. D., LL.D..... DALLAS, TEXAS,
Superintendent of Missions, Baptist General
Convention of Texas.

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Corresponding Secretary Sunday School Board,
Southern Baptist Convention.

A. H. NEWMAN, D. D., LL.D..... TORONTO, CANADA,
Professor of Church History in McMaster University.

GEO. W. TRUETT, A. B..... DALLAS, TEXAS,
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RORT. N. BARRETT, A. M., TH. D.... WAXAHACHIE, TEXAS,
Pastor First Baptist Church.

E. Z. SIMMONS.....CANTON, CHINA,
Missionary of Southern Baptist Convention.

B. R. WOMACK, A. M., D. D..... GREENVILLE, TEXAS,
Professor of Bible Studies in Burleson College.

R. C. BUCKNER, D. D..... DALLAS, TEXAS,
Founder and Superintendent of Buckner Orphans' Home.

W. H. JENKINS, A. B., LL.B..... WACO, TEXAS,
Attorney at Law and Superintendent of Sunday
School in First Baptist Church.

E. G. TOWNSEND, A. B., TH. B..... WACO, TEXAS,
Pastor East Waco Baptist Church.

R. F. JENKINS.....WHITEWRIGHT, TEXAS,
Pastor Baptist Church.

R. S. COWARD..... WACO, TEXAS,
Song Evangelist.

M. J. NELSON SAN ANTONIO, TEXAS,
Bible Woman of S. S. and C. Convention.

EMMA H. TOWNSEND.....CORSICANA, TEXAS,
Teacher of Physical Culture in Texas-Colorado Chautauqua.

W. T. HILLSMAN, A. B.....LOUISVILLE, KENTUCKY,
Student S. B. T. Seminary.

J. M. JONES..... WACO, TEXAS,
Student Baylor University.

Departments of Instruction.

NOTE:—A *course* is a study that requires three hours of class-room work per week for twenty weeks and counts three *credits* towards graduation.

Philosophy.

PROFESSOR TANNER.

(A) *Psychology*. This is a somewhat advanced course lying mainly between, though touching both the physiological conditions of psychic life on the one side and philosophical speculation on the other. Ladd's *Outlines of Descriptive Psychology* is the text-book, which is supplemented with assigned reading in other authors, special papers by members of the class, and discussion conducted by the professor. Full course. Fall term.

(B) *Logic*. The course is divided into two parts: (1) Deductive Logic, including the Term, the Proposition, the Syllogism and Method, engages the class for twelve weeks; (2) The remaining eight weeks are given to Induction. The text-books are supplemented with parallel reading and the professor's notes. Emphasis is placed upon practice on illustrative examples. Full course. Spring term.

(C) *Introduction to Philosophy*. Here the student is brought to recognize and appreciate the fundamental problems of knowledge and reality. Using Bowne's *Theory of Thought and Knowledge* and his *Metaphysics* as

text-books, the class make as thorough study as the time allows of Epistemology, Ontology, Cosmology, and Philosophic Psychology. Full course. Fall term.

(D) *Ethics*. The course is intended to subserve both intellectual and moral ends. By making and mastering an elaborate analysis of the subject, the student is trained in the analytic method of study. A general survey is made of the leading theories and schools of moralists. The principal aim, however, is to have the members of the class conscientiously and fearlessly grapple with the moral principles and issues of human life, and to construct each for himself his system of moral truth. Full course. Spring term.

(E) *History of Philosophy*. A general survey is made of the history of speculative thought in Europe and America from Thales to the present time. Special attention is given to representative men and theories to the extent of the time allotted. Full course. Spring term.

(F) *Philosophy of Theism*. A searching inquiry into the character and validity of the Theistic consciousness as related to the ground of knowledge and reality. Prerequisite: course (C). Two-thirds course. Spring term.

(G) *Philosophy of Mind*. Advanced work in Explanatory Psychology, for graduate students and seniors. Prerequisite: (A). Two-thirds course. Fall term.

All students have free access to the *Philosophical Library*, which has been recently founded, and for which contributions in cash or suitable volumes will be thankfully accepted.

The *Philosophical Club*, organized September 17, 1900, is intended to promote an interest in philosophic study for its own sake.

Economics and History.

PROFESSOR BROOKS.

(A) *Political Economy*. In this course Hadley's Economics will be used. A serious study of wealth and the phenomena of values. Frequent lectures by the instructor and reports on assigned topics by the class. Full course. Fall term.

(B) *Public Finance*. Recitations and lectures. Includes taxation with special reference to its incidence, financial administration and public debts. Much written work on assigned topics. Two-thirds course. Spring term.

(C) *History and Theory of Banking*. This course is intended to acquaint the student with the financial history of the United States. A study of State and National banks; a review of financial panics as related to banking. Two-thirds course. Not offered in 1900-01, but alternating with course (B) thereafter.

(D) *Jurisprudence*. An elementary study of the origin and historical development of the State; structure and function of the modern State; origin and growth of customary law. The object of this study is to teach students the fundamental laws of equity common to all civilized nations, and to prepare thoughtful young men and women for a proper realization of good citizenship. Two-thirds course. Fall term.

(E) *Social Science*. An elementary study of society, the origin of civilization and the growth of social institutions. Open only to Juniors and Seniors. Full course. Fall term.

(F) *Constitutional Government*. A practical study of the American Governments, Federal and State. Helpful to prospective law students. Full course. Spring term.

(G) *English Constitution*. A serious study of the English Government as practically operated. Not offered in 1900-01, but alternating with course (F) thereafter.

(H) *English History*. Class work, lectures, collateral reading. Special attention given to constitutional and industrial developments. Two-thirds course. Fall term.

(I) *American History*. Advanced course. A study of the political changes and the causes that produced them. Much outside reading required, and class reports on the same. Two-thirds course. Spring term.

(J) *Greek History*. Recitations, lectures. Special attention is given to the Greek City State. Some time will be devoted to the historical events leading up to this period, as seen in the more ancient nations. Full course. Fall term.

(K) *Roman History*. For mode of study, see Greek History. Full course. Spring term.

(L) *Protestant Reformation*. A careful study of the men and the times that produced it. Library reading and class reports. Especially helpful to those interested in religious movements. Two-thirds course. Fall term.

(M) *French Revolution*. Critically studied. An acquaintance with the social, economical and religious changes in France from 1789 to 1815. Two-thirds course. Spring term.

(N). *Constitutional and Political History of the United States*. This is a serious study of the history of the constitution and of political parties in America. All are expected to prepare reports showing the results of independent research. Full course. Spring term.

(O) *Medieval Europe*. A study of the period that lies between ancient and modern history. An effort to fol-

low the religious, intellectual and political development of the so-called dark ages. Full course. Spring term.

(P) *Current Events*. The object of this course is not to lead the student away from history that is past and fixed, but rather to teach him to appreciate the past by the present. He must learn to save time in the search for events and to discriminate in the material found. Except by personal permission from the teacher in charge *only Juniors and Seniors* will be allowed to elect this course. The members of the class will be expected to provide themselves with several leading magazines, and by interchange of these the field will become larger to each student. Two-thirds course. Fall term.

Course (P) will be offered in the spring, but no student will be allowed to elect this study for more than two terms.

(Q) *Ancient History*. Special attention to oriental nations. A sort of introduction to the study of history. A search for the relations of Asiatic and European civilizations. Full course. Fall term.

Courses (J) and (K) are offered by Informal Correspondence.

Latin Language and Literature.

PROFESSOR GREER.

The requirements for admission to this department are as follows: Three books of Cæsar's Commentaries, or an equivalent; five orations of Cicero, I-IV (against Catiline and the defense of Archias are preferred); one book of Vergil. The study of the text should be accompanied by a systematic study of the Latin Grammar, together with a thorough drill in Latin prose composi-

tion work based upon the authors mentioned. Daniell's Latin Prose Composition is recommended as a basis for the composition work.

The object of the instruction in this department is to lead the student progressively to a thorough understanding of the structure of the language and an appreciative acquaintance with the various departments of the literature.

In the earlier work the linguistic feature is given prominence. The forms of words, their arrangement in clauses and phrases, together with the grouping of phrases and clauses in the sentence, are emphasized. Composition work based on the authors read is required. This is varied with blackboard and oral exercises from dictation. The Roman method of pronunciation is employed in recitation.

In the latter part of the course the attention is directed more to literary interpretation of the authors studied. Rapid reading of as wide a range of authors as is consistent with a thorough understanding of them tends to lend interest and variety to this portion of the work.

At present eight courses in Latin are offered to undergraduate students:

(A) *The Epic*. Vergil. Four books, with a study of Dactylic Hexameter and a course of reading in Roman Mythology. Required of all Freshmen. Full course. Fall term.

(B) *The Roman Historians*. Livy. Portions of books I, XXI. The preface and about sixty chapters are read. Required of all Freshmen. Full course. Fall term.

(C) *The Lyrics*. Odes of Horace and Ovid's Lyrics. Careful attention is given to the meter of Horace's Odes

Required of all Sophomores pursuing the A. B. and Ph. B. courses, elective for other Sophomores. Full course. Fall term.

(D) *Tacitus*. Agricola and Germania. *The Drama*. Reading from Plautus or Terence. Required of all Sophomores in A. B. course. Elective for others. Full course. Spring term.

(E) *The Satire*. Readings from Juvenal and Horace. Required of all Juniors in A. B. course. Elective for others. Full course. Fall term.

(F) *Vergil and Cicero*. Required of Juniors in A. B. course who do not elect Greek. Elective for all others. This course is especially adapted to the needs of teachers of Latin and those who desire to study these authors after they have acquired the power for more appreciative reading. Reading from minor poems of Vergil and philosophical works of Cicero. Full course. Spring term.

(G) A course of rapid reading from the *Letters of Pliny* and *Cicero*. Elective. Full course. Fall term.

(H) *Elegiac Poetry*. Based on Catullus, with selections from a number of other writers. Elective. Full course. Spring term.

Greek Language and Literature.

PROFESSOR HARRIS.

The work in this department is intended to give the student an appreciative acquaintance with the best Greek authors and inspire a love for Hellenic studies. From the beginning of the course exactness will be insisted upon, and during the Freshman year special attention will be paid to forms and the fundamental points of syntax.

In all classes reading at sight will be practiced, and English will be put into Greek, either as a set exercise or at dictation. The course is carefully graded and students are urged to take it continuously. At suitable times there will be conferences on the Literature, History, Mythology and Art of the Greeks.

Xenophon is a prerequisite to entrance into the Freshman class. Of those desiring to enter this class there will be required in each case an accurate knowledge of the ordinary Attic forms and the ability to read at sight easy passages in Xenophon. The work in this department embraces the following courses:

(A) *Lysias*. Reading of six or more selected orations, with such attention to rhetoric and style as the advancement of the student will justify; grammar; sight reading; English into Greek. Full course. Fall term.

(B) *Homer*. Reading of at least four books of the Iliad or Odyssey in class, others being assigned for private reading; the Hexameter; Homeric Syntax. Full course. Spring term.

(C) *Plato*. Study of the Protagoras or Apology and Crito in class with private reading of selected work; conferences on Greek Philosophy; style of Plato. Full course. Fall term.

(D) *The Drama*. The aim will be to get an appreciation for the ancient classic drama. Plays from two of the greatest dramatists will be read in class and others assigned for private reading. There will be lectures on meter and the development of the drama. Archæology will be briefly touched upon in connection with the theater. Full course. Spring term.

(E) *Oratory*. (Elective for those taking N. T. Greek.) Some orations of Demosthenes will be read in class and select orations from other orators assigned for private

reading. Lectures will be given on the development of oratory, on Greek Rhetoric and on style. Full course. Fall term.

(F) *History*. Elective. The work in this will center around Thucydides, selected portions of which will be assigned for special study. Some portions of Herodotus will be read and discussed. In this course special stress will be put on the literature of the language, and conferences will be held on this subject with illustrative readings. Full course. Spring term.

(G) *Comedy*. Elective. This course will be based on Aristophanes. Several plays will be read; the political and social conditions of Athens will be discussed. The development of the Comedy and the structure of the play will be discussed by the head of the department, or in papers prepared by members of the class. Full course. Fall term.

English Language and Literature.

PROFESSOR RITCHIE AND MISS SCARBOROUGH.

The three objects aimed at in the Department of English are:

- I.—Proficiency in English Composition.
- II.—A general acquaintance with English Literature.
- III.—A knowledge of the origin and development of the English Language and Literature.

The courses intended for the attainment of the first of these objects are those in Rhetoric and English Composition, designated as (A), (B) and (J). Courses (A) and (B) are prescribed for Freshmen, and course (J) for Juniors.

The courses intended for the attainment of the second of these objects are those in English Literature, desig-

nated as (C), (D), (E), (F) and (G). Of these, course (C) is introductory to the further study of English Literature; courses (D), (E) and (F) treat English Literature in outline, and course (G) treats of the literary history of America. Course (C) is prescribed for Sophomores and courses (D), (E), (F) and (G) are open to all classes above the Freshman.

The courses intended for the attainment of the third of these objects are designated as (K), (L), (M), and (N), the first being a course in Anglo-Saxon, the second dealing with Chaucer, the third with Shakspeare, and the fourth with Milton and Bacon.

In addition to the courses named above, a course in Argumentation, English (R), is given for the benefit of students who desire training in debate and practical public speaking.

In all the courses in English the study of composition and the study of literature go hand in hand; the study of literature forming a part of every course in composition, and practice in composition forming a part of every course in literature.

DETAILED STATEMENT.

(A) *Rhetoric and English Composition.* Lectures, recitations, daily written exercises, and conferences. Chief stress is laid on practice in Composition; all written exercises are criticised in detail and returned to the writers, and much attention is given to the correction and rewriting of exercises under the immediate supervision of the instructor. Text-book, A. S. Hill's Principles of Rhetoric; Buehler's Exercises in English Full course. Fall term. Prescribed for Freshmen.

(B) *Rhetoric and English Composition.* A continuation of course (A), combined with study of masterpieces of

English prose style. Text-book, A. S. Hill's *Principles of Rhetoric*. Full course. Spring term. Prescribed for Freshmen.

(C) *English Literature*. An introductory study of English Literature in outline from 1557 to 1892. Much reading is prescribed and weekly reports are required. Full course. Fall term. Prescribed for Sophomores.

(D) *English Literature of the Sixteenth and Seventeenth Centuries*. Lectures, prescribed reading and weekly reports. Students are expected to form their own opinions about what they read and to express their opinions with clearness, definiteness and brevity. Full course. Spring term. Open to all classes above the Freshman.

(E) *English Literature of the Eighteenth Century*. Conducted on the same plan as course (D). Two-thirds course. Fall term. Open to all classes above the Freshman.

(F) *English Literature of the Nineteenth Century*. Conducted on the same plan as course (D). Two-thirds course. Spring term. Open to all classes above the Freshman.

(G) *The Literary History of America*. Conducted on the same plan as course (D). Two-thirds course. Spring term. Open to all classes above the Freshman.

(K) *Anglo-Saxon*. Text-book, Bright's *Anglo-Saxon Reader*. Full course. Fall term. Open to Juniors, Seniors and Graduates.

(L) *Chaucer*. Particular attention is paid to Chaucer's grammar, his versification and his poetic and narrative art. Text-books, Skeat's *Prioress's Tale*, Skeat's *Man of Law*, and Morris's *Prologue*. Full course. Spring term. Open to Juniors, Seniors and Graduates.

(M) *Shakspere*. A careful study of representative plays. Text-books, Rolfe's edition of plays and Dowden's *Shakspere*. Full course. Fall term. Open to Juniors, Seniors and Graduates.

(N) *Bacon and Milton*. A careful study of Bacon's *Essays* and the first two books of *Paradise Lost*. Full course. Spring term. Open to Juniors, Seniors and Graduates.

(J) *English Composition*. Practice in the various kinds of writing, such as Exposition, Narration, Description Argumentation and Criticism. Daily short themes and fortnightly themes of greater length. The development of English prose style will be studied as seen in the English Bible and such writers as Sir Thomas Browne, Addison, Swift, Samuel Johnson, Goldsmith, De Quincey, Macaulay, Ruskin and Newman. Two-thirds course. Spring term. Prescribed for B. L. Sophomores and Juniors in other courses.

(K) *Argumentation*. This course is intended for students who desire training in debating and practical public speaking. The work of the course will consist of written briefs of argument and exercises in oral debate. The number of students will be limited, and in order to be admitted to the course applicants must obtain the permission of the instructor. Text-book, Baker's *Principles of Argumentation*. Given as a two-thirds course for both the Fall and the Spring term.

Pedagogy.

PROFESSOR EBY.

The department of Pedagogy is organized with the design of presenting the various branches of educational thought in their fundamental conceptions. The courses have throughout special reference to the prac-

tical needs of those who are equipping themselves for the teaching profession. But at the same time an endeavor will be made to direct the courses for the benefit of any who may desire a knowledge of pedagogical science as a mental discipline, or for its value in other fields of activity. The work of the classroom will be carried on largely by lectures, but there will also be discussions, essays on special themes, and conferences. Text books are used as the basis of the work in some courses, but they are supplemented by references to the fuller literature of the subject. The following courses will be given in the Spring Term, 1901:

(A) *History of Education.* The various historical aspects of education will receive due attention in three periods—ancient, medieval, and modern. The modern period, commencing with the Renaissance, will form the chief feature of the course, and will have special reference to our present educational thought and organization. The history will be treated from the cultural standpoint, and special attention will be directed to the development of the educational ideals through the ancient, medieval and modern periods. A careful study will be made of the influence of the principal educational reformers. This historical course is designed for those students who seek largely a liberal educational culture and desire to understand the development of human society in connection with the evolution of the school. It will likewise be adapted to those who are preparing for special examinations in the History of Education. Full course.

Course (C). *School Organization and Management.* The organization of the Kindergarten, and primary, secondary, and higher education in relation to social and economic conditions will be outlined. Comparative studies of the organization of school systems in Germany, France, England and America will be empha-

sized. The internal management and organization of instruction and discipline will be given special attention with a view to introducing the student to the actual management and work of the class room. Full course.

Course (D). *Educational Hygiene.* An effort will be made to render this course helpful to every student who is interested in the conditions and effects of mental development and mental labor. It will prove of interest not merely to teachers, but to all students. Some attention will be paid to the sanitary aspects of school buildings, ventilation, lighting, heating, etc. The chief emphasis will be given to the hygiene of instruction and development. Lectures will be given on the physical conditions of mental work, the effects of fatigue in relation to the length and order of recitations, length of the school periods, recess, vacation, gymnastics, play, etc. Attention will also be given to contagious diseases, and to all those abnormalities which are produced or developed by the school life, and are detrimental to normal life; diseases of the eye and ear, anemia, headaches, chorea, nervousness, fatigue, etc. Full course.

Course (G). *Philosophy of Education.* This course is designed to present the inductive results from the studies of the development of children. The relation of education to social life and to ethics will also form a chief consideration. The aim of all education will be carefully discussed in detail, and the various aims during the different stages of development from the Kindergarten to the University will be fully emphasized. This course will be open only to students who have already shown some advance in Pedagogy and will consist largely of lectures, discussions and written theses. Two-thirds course.

Course (H). *Advanced Seminary Course of Reading.* A special course will be open to the more advanced stu-

dents who wish to devote considerable time to reading Pedagogical Literature. A detailed study will be conducted in reading the great classical works on education with a view to discovering their historic setting, their influence, and importance for present educational thought.

Course (I). *Special Didactics*. An effort will be made to provide students an opportunity to visit the class rooms of competent instructors for observation of the methods in various branches. An opportunity may also be opened for students who wish to enter the teaching profession to demonstrate their ability to give instruction and to discipline a class.

Course (J). A special course of lectures will be delivered for the teachers of Waco, and others, once a week throughout the term. An effort will be made to present some of the most practical phases of pedagogical thought. For particulars of the subjects and hours, consult the special syllabus which will be issued.

Mathematics.

PROFESSOR JOHNSON AND ASSISTANT PROFESSOR
HAMILTON.

The courses offered in this department are intended to cover the work usually done for the Master's degree. The purposes, in part, are as follows: (a) To give, in addition to the more elementary subjects of a college course, a rather comprehensive introduction to modern Mathematics. (b) To prepare students for specializing in Mathematics, Physics or Astronomy.

(A) *Solid Geometry*. Full course. Each term. Much stress is put on accuracy, thoroughness, original work, and right conception of Pure Geometry. Text: *Phillips and Fisher's Elements of Geometry*.

(B) *College Algebra, I.* Full course. Each term. Theory of quadratics, ratio and proportion, the progressions, variation, limits, the binomial theorem, convergency and divergency of series, undetermined coefficients, logarithms (including the calculation of logarithms), and permutations and combinations. Text: *Wells's College Algebra, Part II.*

(C) *Trigonometry.* Full course. Each term. Derivation of formulæ, with application of the principles of Plane Trigonometry to surveying and navigation, and of Spherical Trigonometry to elementary problems of the celestial sphere. This course includes calculation of logarithms, periodicity and graphical representation of the trigonometric functions, DeMoivre's theorem, trigonometric series, and the construction of tables of natural sines, cosines, etc. Text: *Phillips and Strong's Elements of Trigonometry.*

(D) *College Algebra, II.* Full course. Fall term. Mathematical induction; symmetry; scales of numeration; permutations and combinations; binomial theorem with any index, and binomial coefficients; convergency and divergency of series, including residues, infinite products; probability; continued fractions; determinants; and the theory of equations. This course is elective. It is especially helpful to teachers and students of Mathematics, as well as of Science. The work is based on Charles Smith's *Treatise on Algebra.*

(E) *Surveying.* Full course. Spring term. Field work; land surveying; use of the compass and surveyor's transit; construction of verniers and determination and correction of instrumental errors; leveling and topography; determination of grade lines, cut and fill; and triangulation. Office work: plotting surveys; map-drawing, plane and topographical; calculation of areas; and enlargement of maps. Text: *Johnson's Surveying.*

(F) *Descriptive Geometry*. This is an elementary course in Descriptive Geometry. Each student is required to draw twenty plates of problems or applications thereof. The work is based on Faunce's *Descriptive Geometry*. Full course. Spring term.

(G) *Analytical Geometry*. Full course. Fall term. The ordinary topics of Analytical Geometry will be supplemented by lectures on systems of conics, map-projection, and machines for the construction of the straight line, circle, ellipse, parabola. Text: *Nichols*.

(H) *Calculus, I*. Full course. Spring term. The work of this course is on the Differential Calculus and its applications. Much stress is put on expansion of functions, evaluation of indeterminate forms, maxima and minima, and applications of the calculus to plane curves. Euler's theorem for homogeneous functions, and maxima and minima of functions in which the variables satisfy certain equations of condition are studied. Text: *Osborne*.

(I) *Calculus, II*. Full course. Fall term. This course is on the Integral Calculus, and includes methods and formulæ of integration; integration as a summation; definite integrals; line, surface, and volume integrals; and double integration with applications. Text: *Osborne*.

(J) *Astronomy*. Fall term. Full course. Young's General Astronomy is used as a basis for work. Special attention given to the mathematical work.

(K) *Mechanics*. Spring term. Full course. The elementary principles of Statics, Kinematics, and Kinetics with application to rigid bodies. Text: *Geldard's Statics and Dynamics*.

(L) *Theory of Equations*. Full course. Fall term. General properties of polynomials and of equations; relations between roots and coefficients; symmetric functions of the roots; transformation of equations, includ-

ing homographic transformation; solution of reciprocal and binomial equations; Gauss's theory of primitive roots; algebraic solution of the cubic and biquadratic and solution by symmetric functions of the roots; solution of numerical equations; Cauchy's proof that every equation of the N th degree has N roots. Many examples are solved. The work is based on *Burnside and Panton's Theory of Equations*. Prerequisites: (A), (B), (C) and (D).

(M) *Geometry of Three Dimensions*. Full course. Spring term. The plane; conicoids referred to their axes; principal planes; plane sections of conicoids; generating lines and systems of conicoids; confocal and concyclic conicoids; quadriplanar and tetraëdal coordinates; curves on and curvature of surfaces in general. This course is based on Charles Smith's *Solid Geometry*, but reference is made to the works of Salmon and of Frost. Prerequisites: (G) and (H).

(N) *Advanced Integral Calculus, I*. Full course. Fall term. General theory of definite integrals; the mean value theorem; differentiation and integration of definite integrals with reference to a parameter; integration of infinite series; Fourier series; Gamma functions. This course is based on the works of *Byerly, Williamson, Harnack, and Stoltz*. Prerequisites: (H) and (I).

(O) *Advanced Integral Calculus, II*. Full course. Spring term. Volume and surface integrals by means of curvilinear coordinates; Green's theorem; elliptic integrals and functions; calculus of variations. Same reference books as in preceding course. Prerequisites: (H), (I) and (N).

(P) *Higher Plane Curves*. Full course. Fall term. General theory of poles and polars with applications to curves of the third and fourth orders. Trilinear and homogeneous coordinates. Newton's lines of the third order. Salmon's *Higher Plane Curves* and Cleboch's

lectures on Geometry. Prerequisites: (H) and (I). Not offered in 1900-01.

(Q) *Theory of Functions of a Complex Variable*. Full course. Spring term. Theorems of Cauchy, Riemann and Weierstrass. This course is based on the works of Harkness and Morley, Forsyth, Jordan, and Durege. Prerequisites: (H), (I), (N) and (O).

(R) *Vector Analysis*. Full course. Spring term. Elementary problems of Geometry, Kinematics and Mechanics are treated by Vector methods. The matter taught is similar to what is usually given in courses on Quaternions, but the Vector method of Gibbs, which in some respects is like that of Grassmann, is used. Prerequisites: (H) and (I). Not offered in 1900-01.

Chemistry and Physics.

PROFESSOR CHARLTON AND MR. BATTLE.

CHEMISTRY.

(A) Williams' Elements of Chemistry with Laboratory work. Full course. Fall term. Repeated during Spring term.—Mr. Battle.

(B) Qualitative analysis and lectures. Includes brief course of blowpipe work on minerals. Full course. Spring term.—Mr. Battle.

PHYSICS.

Prerequisite: Trigonometry.

(A) *Mechanics. Heat. Sound*. Full course. Spring term. Text: *Hastings and Beach*.

(B) *Electricity. Light*. Full course. Fall term. Text: *Hastings and Beach*.

Biology and Geology.

PROFESSOR CHARLTON.

ZOOLOGY.

(A) Invertebrate Zoology with laboratory work. Full course. Fall term.

(B) Vertebrate Zoology with laboratory work. Full course. Spring term.

(C) Mammalian Anatomy with Lectures. Two-thirds course. Fall term.

BOTANY.

(A) Elementary Botany with laboratory work on the flowering plants and lectures on the physiology of plants. Full course. Spring term.

(B) *Ecology*. A study of plant relations, and their distribution in societies. The effects of various ecological factors, such as heat, light, water and soil in modifying the structure and habits of plants are discussed in lectures and investigated in laboratory and field work. Full course. Fall term.

(C) *Cryptogamic Botany*. A course of lectures on the flowerless plants with laboratory work on *Algae, Fungi and Mosses*. Full course. Spring term.

PHYSIOLOGY.

(A) Course in Human Physiology, with considerable laboratory work. Prerequisites, Chemistry (A) and Physics (A). Full course. Fall term.—1901-2.

GEOLOGY.

(A) Using LeConte's Elements. To each member of the class will be assigned a special topic for investigation. Prerequisites, Chemistry (A) and Physics (A). Full course. Spring term.

GEOGRAPHY.

(A) Twenty lectures on geography, elective for collegiate students. Reference to good text-book required. Students taking the course and passing an examination thereon will receive credit for one-third course. Fall term. Repeated during Spring term.

(B) An advanced course in Physical Geography or Physiography. A study "of the physical environment of man in an explanatory rather than in a descriptive way." The course includes the study of: (1) The earth as a planet. (2) The atmosphere. (3) The ocean. (4) The evolution of land forms. (5) The relation of the various factors of man's physical environments to his habits and occupations. Prerequisite, Chemistry (A) and Physics (A). Spring term. This course is offered by informal correspondence.

LABORATORIES, FEES, ETC.

The laboratory fee in Chemistry (B) is one dollar per month. Students will be charged the actual cost of materials used in laboratory work and for breakage.

The chemical laboratory is fitted up with suitable tables, supplied with gas, water, bowls, waste-pipes, Bunsen burners and chemicals for the use of students in General Chemistry and Qualitative Analysis.

In both Zoology and Botany use is made of compound microscopes, and full notes and detail drawings are required. Ample facilities are afforded for the complete dissection of plants and typical animals, such as the cat, pigeon, turtle and starfish.

From two to three hours of laboratory work are required instead of one recitation.

The museum collections are an important aid in the teaching of Biology and Geology.

Modern Languages.

PROFESSORS GREER AND EBY.

The courses in this department have been arranged with three aims:

1. To give the student a *reading* knowledge of the language.
2. To enable the student, as far as practicable, to *speak* the language.
3. To give a knowledge of the *literature* of each country as gained through a study of its language.

There are four courses offered in German.

The equivalent of two courses in German is prerequisite to entrance into the Freshman class in this department.

In French four courses are offered, all elective. For B. S. and Ph. B., French (A) and (B) may be offered in lieu of German (C) and (D).

In Spanish four courses are offered as electives, and in Italian two.

GERMAN.

German (I). Beginners' Class. Otis' Elementary German Grammar. Reading of easy selections and short stories.

(A) Grammar and Composition completed. *Immensee*, Storm, and *Undine*, Fouque. Sight reading from Klee's *Heldensagen*. Schiller's *Der Neffe Als Onkel*. Conversation. Full course. Fall term.

(B). *Wilhelm Tell*, Schiller. *Minna von Barnhelm*, Lessing. *Deutsche Gedichte*, Von Klenze. *Hermann und Dorothea*, Goethe. Review of Grammar, conversation, essays and compositions. Full course. Spring term.

(C) *Aus dem Leben Eines Taugenichts*, Eichendorf. *Maria Stuart*, Schiller. Poems, selected. *Ekkehard*, Scheffel. Essays and reviews, prepared in German. Elective. Open only to those who have taken course (B). Full course. Fall term.

(D). *Harzreise*, Heine. *Wallenstein*, Schiller. *Iphigenie*, Goethe. *Nathan der Weise*, Lessing. There will also be selections from the more recent German authors and especially from the modern German novels. Open only to those who have taken Course (C). Full course. Spring term.

FRENCH.

(A) Muzzarelli's First French Course. *Easy French Readings*, Fisher. Careful drills in translation. Special attention to pronunciation and composition. Full course. Fall term.

(B) Academic Course begun. *Telemaque*—three books, with extracts and resumes of remaining books. Memory drills. Sight reading. Poems, selected from Alfred de Musset, Hugo, Racine, Gautier, Voltaire, Lamartine, De La Vigne and Chenier. *Pierre et Camille*, Alfred de Musset. Conversation. Full course. Spring term.

(C) Academic course completed. *Iphigenie* and *Es-ther*, Racine. *Paul et Virginie*, St. Pierre. *Charlotte Corday*, Ponsard. *La Mare au Diable*, George Sand. Conversation and special topics. Full course. Fall term.

(D) *L'Abbe Constantine*, Halevey. *Les Miserables*, Hugo. *Merope*, Voltaire. *Le Cid*, Corneille. *Le Mari de Mme. Solange*, Emile Souvestre. Special topics, reviews and essays. Full course. Spring term.

SPANISH.

(A) DeTorno's Combined Spanish method. Full course. Fall term.

(B) Same with Reader. Full course. Spring term.

(C) Reading selections from modern Spanish authors. Grammar (Knapp). Full course. Fall term.

(D) Dona Perfecta, Benita Perez Galdos. Full course. Spring term.

ITALIAN.

(A) Grandgent's Italian Grammar, with selections from contemporary Italian prose. Full course. Fall term.

(B) Italian Literature of the Sixteenth Century. Representative selections of prose and poetry of this classic period will be read. Particular attention will be paid to Ariosto, Tasso and Machiavelli. Lectures. Full course. Spring term. Prerequisite, Course (A).

The Bible School.

DOCTOR CARROLL, PROFESSOR TANNER AND
DOCTOR M'GAHA.

THE PURPOSE

Is three-fold: (1) To train for a more efficient ministry the young men commended to us by the churches as called of God to preach—to stimulate many to take a full theological course, to prepare these for more profitable work in the Seminary, and to help, so far as we can, the larger number who can not get to the Seminary. (2) To equip young people of both sexes for better service in all departments of Christian activity. (3) To pop-

ularize the intelligent study of God's word. We believe the Bible to be the best of classics—its systematic study an indispensable part of a liberal education—its precepts the fountain of law and the conservator of society—its promises the hope of the world.

THE WORK

Is all elective, requires as much time and study as that of other departments, and, except courses (A), (L) and (M), receives the same credit.

DR. CARROLL:—

(A) A study of the English of both Testaments, attempting instruction not so much in things about the Bible as in the Bible itself, and a correlation of its cardinal truths into a system of doctrine and discipline. In this course the entire Bible is covered in four years. Two hours a week throughout the year.

PROF. TANNER:—

(B) *Old Testament History*. Beginning with Genesis, the historical books of the Old Testament are studied in their chronological order, and the narrative of Israel is followed to the fourth century B. C. The course is primarily historical. Full course. Fall term. Given 1899-1900 and alternate years thereafter.

(C) *Old Testament Prophecy and Poetry*. Following course (B) the prophetic books are arranged in their chronological order and studied in their respective historical settings. Special attention is given to the office and the methods of the prophets and to their development of the Messianic idea. This takes three-fifths of the term. The remaining two months are devoted to the poetical books, their literary form, poetical quali-

ties, contents and teachings. Full course. Spring term. Given 1899-1900 and alternate years thereafter.

(D) *The Life of Jesus*. After a rapid survey of Jewish history during the four preceding centuries, the Life of Jesus is studied in order and detail according to the narrative of the four Gospels arranged in a harmony. This course is primarily historical; yet some special attention is given to the Parables, the Miracles, the Teaching of Jesus and to difficult passages generally. Full course. Fall term. Offered 1900-1901 and alternate years thereafter.

(E) *The Apostolic Age*. Using the acts of the Apostles for the history between 30 and 63 A. D., the succeeding books of the New Testament are taken up and studied in their proper historical relations. For method in exegetical study, more thorough treatment is made of one of the longer letters of Paul. Full course. Spring term. Offered 1900-1901 and alternate years.

(F) *New Testament Greek*. (Course I.)—Etymology of the language; memorizing of the words that occur in New Testament over twenty-five times; critical reading of Mark; sight-reading of John. Prerequisite: Classic Greek (A) and (B). Full course. Fall term.

(G) *New Testament Greek*. (Course II.)—Syntax; words that occur over ten times; critical reading of Luke; sight-reading of Matthew. Prerequisite: (F). Full course. Spring term.

(H) *New Testament Exegesis*. With complete grammatical and lexical apparatus and the best commentaries, the letter to the Romans will be critically studied. Prerequisite: (F) and (G). Full course. Spring term. Given 1900-1901 and alternate years.

(I) *Elements of Hebrew*. (Course I.)—For beginners. Full course. Fall term. Given 1899-1900 and alternate years.

(J) *Elements of Hebrew*. (Course II.)—Grammar; most frequent words; critical reading. Prerequisite: (I). Full course. Spring term. Given same years as (I). In courses (F), (G), (I) and (J) one additional hour is spent with the professor in review and sight reading.

(K) *Hebrew Exegesis*. With the grammars of Gesenius and Green and Delitzsch's commentary, an exhaustive critical study will be made of about fifty select Psalms. Prerequisite: (I) and (J). Full course. Fall term. Given same years as (H).

DR. MCGAHA:—

(L) *Pastoral Ministry*. Text-book; lectures; personal work. Two-thirds course. Spring term.

(M) *Ecclesiology*. A comparative study of the organization and polity of the representative denominations of Christians, with special reference to the Baptist system and the Scriptures. Two-thirds course. Fall term.

Department of Fine Arts.

School of Music.

PROFESSOR HOFFMANN, DIRECTOR.

PIANOFORTE COURSE.

PROFESSOR HOFFMANN AND MISS MCGOWN,
INSTRUCTORS.

FIRST AND SECOND GRADES. (ELEMENTARY).

Course in Hand Culture, Five Finger Exercises; Matthews, Studies I; Easy Pieces and Sonatas by Kullak, Mercier, Kuhlau, Clementi and Mozart.

THIRD GRADE. (INTERMEDIATE).

Five Finger Exercises, Scales; Preparatory Studies by Schmitt; School of Velocity by Berens and Czerny; Little Preludes by Bach; Easy Pieces and Sonatas by Haydn, Clementi, Mozart, Beethoven, Kuhlau, Mendelssohn, Schumann and others.

FOURTH GRADE. (INTERMEDIATE).

Five Finger Exercises, Scales, Chords, Heller's Opus. 47; Czerny's Op. 299, continued; Cramer-Buelow, Studies; Inventions, in two parts, by Bach, Czerny; Dexterity; Sonatas and Pieces, by Beethoven, Mozart, Schumann, Schubert, Mendelssohn and others.

FIFTH GRADE. (ADVANCED).

Five Finger Exercises, Scales, Chords, Octave Exercises; Czerny's Op. 740, continued; Cramer-Buelow, Studies continued; Mendelssohn, Studies Op. 104; Bach, Preludes from the "Well-Temp. Clav."; Bach, Inventions in Three Parts; Solo Pieces by Beethoven, Mozart, Chopin, Schumann, Schubert, Tschaikowski, Paderewski and others.

SIXTH GRADE. (ADVANCED).

Five Finger Exercises, Scales, Chords, Octaves, Thirds. Czerny, 40 Daily Studies; Bach, Preludes and Fugues from the "Well-Temp. Clav." Moscheles, Studies; Clementi, Gradus ad Parnassum; Chopin, Studies; Solo Pieces by Chopin, Hummel, Schumann, Schubert, Raff, Moszkowski, Liszt and others. Concertos, by Bach, Beethoven, Dussek, Mozart and others

HARMONY. (JADASSOHN'S METHOD).

PROFESSOR HOFFMANN.

This course includes the following subjects:

Intervals; Triads and their Inversions; Chords of the Seventh and their Inversions; Altered Chords; Suspen-

sions, Organ Point; Passing and Changing Notes, Harmonization of a Given Melody; Modulations.

The work is principally the writing of exercises from figured basses. The exercises will be corrected with explanations and illustrations.

VIOLIN.

PROFESSOR SCHWATLO, INSTRUCTOR.

FIRST GRADE.

De Beriot's Violin School, First and Second Positions; Studies by Kayser, Nos. 1 and 2; Duetts by Pleyel and Mozart; Small Pieces of Various Description with Piano Accompaniment.

SECOND GRADE.

De Beriot's School, Part I, finished; Kayser's Studies, Nos. 25 and 26, also the easier ones by Kreutzer; Duetts by Pleyel and Dancla; Sonatinas by Schubert, Six Airs Varies by Dancla, Singelee's Opera; Fantasias.

THIRD AND FOURTH GRADES.

De Beriot's School, Part II; Studies by Kreutzer and Fiorillo, Caprices by Rode; Violin-Concertos, No. 23, by Viotti, and Nos. 7 and 8 by Rode; Sonatas by Haydn and Mozart; Solos, such as Reverie by Vieuxtemps, Elegie by Ernst; Wagner-Paraphrases by Wilhelmj; Romances by Beethoven; Scene de Ballet, and Airs Varies by De Beriot.

FIFTH GRADE.

Technical Violin School by Schradiek; Studies by Dancla and Gavinié; Sonatas from David's "Hohe Schule"; Concertos by Spohr, Mozart and Mendelssohn; Solos by David, Vieuxtemps and Wieniawski.

SIXTH GRADE.

Studies by Paganini; Sonatas by Beethoven and Bach; Concertos by Joachim, Lœffler, Brahms and Beethoven; Solos by Wieniawski, Sarasate and Ernst.

Full courses are given on the other stringed instruments.

VOICE.

MISS FINLEY, INSTRUCTOR.

FIRST GRADE.

Formation and correct placing of tones; elementary exercises for the development of the voice; principles of correct breathing; Marchesi Exercises; Concone—50 lessons; easy songs by good composers with special attention given to expression and phrasing.

SECOND GRADE.

Exercises in scales, etc., with the idea of precision and flexibility; Concone, advanced studies; Vaccai; songs, duets and other concerted work by old and modern composers.

THIRD GRADE.

Continuation of studies and exercises for the flexibility of the voice; Bordogni, 36 Vocalises; Lutgen Exercises, Bk's, I and II; songs, duets, etc., by English, American and German composers.

FOURTH GRADE.

Exercises continued as above for flexibility of the voice; the idea of beauty of tone and expression emphasized; Aprile Exercises; Marchesi, 12 Studies in Style; selections from Oratorios and Operas; more difficult songs of different composers; special attention paid to the training for choir work.

(NOTE).—The student is expected to be able to play easy accompaniments and to have completed at least the Third Grade of the Piano Course.

A Class in Sight-Singing and Chorus meets twice each week throughout the year.

School of Painting and Drawing.

MISS TALIAFERRO.

Miss Barbara Taliaferro comes to Baylor from the Art Students League of New York. Miss Taliaferro has been studying with Wm. M. Chase, Kenyon Cox and J. H. Twachtman, and the work is done after the plan of the Art Students League of New York.

All work is done from Nature, Life, Still-Life, or Casts. An out-door Sketch-Class has been formed. Courses are offered in Painting in Oil, Water Color, China, Pastel and Tapestry, and in Drawing in Charcoal, Pen, Ink and Pencil.

Courses in Portraiture and Miniature are offered for advanced students.

Courses are given in the History of Art.

A kiln for firing China will be provided and the modes of decoration used in the best Ceramic Studies will be taught.

New casts have been added, the best Art periodicals are supplied and the Baylor studios are being made a real center of Art training.

Work in this department receives credit for degrees as specified elsewhere, (p. 43).

A certificate may be issued for the satisfactory completion of the courses offered.

School of Elocution.

MISS HEATH, INSTRUCTOR.

The time required to complete the course in Elocution is from two to three years. Students are required to pursue the subject continuously and to pass satisfactory examinations in this department.

THE COURSE OF STUDY.

Physical Culture, Vocal Physiology, Vocal Technique, Economy of Breath, Method of Delivery, Vocal Hygiene, Defects of Speech, Articulation and Pronunciation, Modulation, Inflection, Emphasis, Pitch, Quantity and Movement, Qualities, Application of Tone Effects, Analysis, Gesticulation, Action and Repose, Physical Expression, Readings and Recitations of Selections from the best Authors—Dramatic, Pathetic, Declamatory, Humorous.

A student holding a certificate from this school will be entitled to enter the Senior Class at the New England Conservatory College of Oratory, Boston, Mass.

Military Department.

WADDY W. BATTLE, COMMANDANT OF CADETS.

COURSE OF INSTRUCTION.

PRACTICAL PART—EACH YEAR. (THREE HOURS A WEEK).

Drills in the schools of the soldier, company and battalion, both in close and extended order, inspection, review, military gymnastics, military signaling, artillery drill and target practice with Springfield cadet rifles.

THEORETICAL PART—FIRST YEAR. (ONE HOUR A WEEK).

Recitations in Infantry Drill Regulations in the school of the soldier, the school of the company, the school of the battalion, bayonet exercise, fire discipline, the extended order drill for the squad, platoon, company and battalion, advance and rear guard, outposts, marches, camping, battalion review, guard mounting, battalion parade and battalion inspection.

THEORETICAL PART—SECOND YEAR. (ONE HOUR A WEEK.)

Review of the first year's course, and a course in the Art and Science of War, embracing a critical study of "Elementary Principles Connected with the Science of War," "Manual of Courts Martial," "Points in Minor Tactics," "Manual of Guard Duty," "Notes on Military Science," and kindred publications authorized by the war department.

CERTIFICATE OF PROFICIENCY.

To secure the Certificate of Proficiency in Military Science and Tactics, the student must take the practical course and the two years' theoretical course, and must stand semi-annual written examinations on the latter course, passing each with a grade of at least seventy per cent. These Certificates are signed by the President and the Commandant of Cadets, and they exempt Cadets from further work in the theoretical course.

CREDIT GIVEN FOR MILITARY COURSE.

Military Drill has been added to the regular course of instruction, and will be placed to the student's credit in making up the requirements for graduation—a year of military drill being accepted as the equivalent of a two-thirds course of study,

Requirements for Degrees.

For graduation with a Bachelor's Degree forty-two full courses are required. Of these twenty-eight are prescribed as shown in the table below. The remaining fourteen are elected by the student, subject to the approval of the Faculty, from the other studies offered in the various departments.

The following groups set forth the character of the work leading to the various degrees:

FOR THE DEGREE OF BACHELOR OF ARTS.

Classic Languages.—Eleven courses in Latin and Greek, not less than five in either.

Mathematics.—Three courses.

Natural Science.—Three courses.

English.—Four courses.

History and Economics.—Three courses.

Philosophy.—Four courses.

Electives.—Fourteen courses.

FOR THE DEGREE OF BACHELOR OF SCIENCE.

Mathematics and Natural Science.—Eleven courses, not less than five in either.

Latin.—Two courses.

English.—Four courses.

History and Economics.—Three courses.

Philosophy.—Four courses.

Modern Languages.—Four courses, of which two must be German.

Electives.—Fourteen courses.

FOR THE DEGREE OF BACHELOR OF PHILOSOPHY.

Philosophy, History and Economics.—Eleven courses, not less than five in either.

Latin.—Three courses.

Mathematics.—Three courses.

Natural Science.—Three courses.

English.—Four courses.

Modern Languages.—Four courses, of which two must be in German.

Electives.—Fourteen courses.

FOR THE DEGREE OF BACHELOR OF LETTERS.

English and Fine Arts.—Eleven courses, not less than five in either.

Mathematics.—Two courses.

Natural Science.—Three courses.

German (or Latin).—Three courses.

French (or Italian).—Two courses.

Economics and History.—Four courses.

Philosophy.—Three courses.

Electives.—Fourteen courses, (not more than seven in Fine Arts).

A TABULATED STATEMENT OF THE REQUIRED WORK.*

| A. B. COURSE. | B. S. COURSE. | PH. B. COURSE. | B. L. COURSE. |
|---------------|---------------|----------------|---------------|
|---------------|---------------|----------------|---------------|

FRESHMAN YEAR.

FALL TERM.

| | | | |
|------------------|------------------|------------------|-----------------------------|
| Latin (A).....3 | Latin (A).....3 | Latin (A).....3 | Latin (A) or German(A) 3 |
| English (A)....3 | English (A)....3 | English (A)....3 | English (A) ..3 |
| Greek (A).....3 | Mathematics | Mathematics | Math. (A).....3 |
| Mathematics | (B).....3 | (A).....3 | History (J)3 |
| (A).....3 | German (A)....3 | German (A) ..3 | Fine Arts.....3 |
| History (J)....3 | History (J)....3 | History (J)....3 | |

SPRING TERM.

| | | | |
|------------------|------------------|------------------|-----------------------------|
| Latin (B).....3 | Latin (B).....3 | Latin (B).....3 | Latin (B) or German(B) 3 |
| English (B)....3 | English (B)....3 | English (B)....3 | English (B)....3 |
| Mathematics | Mathematics | Mathematics | Mathematics |
| (B).....3 | (C).....3 | (B).....3 | (F) or (C)....3 |
| Greek (B).....3 | German (B)....3 | German (B)....3 | History (K)....3 |
| History (K)....3 | History (K)....3 | History (K)....3 | Fine Arts.....3 |

SOPHOMORE YEAR.

FALL TERM.

| | | | |
|------------------|------------------|------------------|------------------------------|
| Latin (C).....3 | English (C)....3 | Latin (C).....3 | Latin (C) or German(C)..3 |
| English (C)....3 | Mathematics | English (C)....3 | English (C)....3 |
| Mathematics | (G).....3 | Mathematics | French(A)or |
| (C).....3 | German (C)or | (C).....3 | Italian (A)..3 |
| Greek (C).....3 | French (A) 3 | German (C)or | History (H)....2 |
| Electives4 | Chemistry(A) 3 | French (A)..3 | Fine Arts.....3 |
| | Electives4 | History (H)....2 | Electives2 |
| | | Electives2 | |

A TABULATED STATEMENT OF THE REQUIRED
WORK.*—(CONTINUED).

| A. B. COURSE. | B. S. COURSE. | PH. B. COURSE. | B. L. COURSE. |
|---------------|---------------|----------------|---------------|
|---------------|---------------|----------------|---------------|

SPRING TERM.

| | | | |
|------------------|-------------------|-------------------|-------------------|
| Latin (D)3 | Mathematics | German (D) or | English (J)3 |
| Greek (D)3 | (H)3 | French (B).....3 | Chemistry(A)3 |
| Chemistry(A)3 | German(D) or | History (I).....2 | French (B) or |
| Physics (A) ..3 | French (B).....3 | Chemistry(A)3 | Italian (B).....3 |
| Electives4 | Chemistry(B)3 | Physics (A).....3 | Fine Arts3 |
| | Physics (A).....3 | Philosophy | Electives4 |
| | Electives4 | (B)3 | |
| | | Electives2 | |

JUNIOR YEAR.

FALL TERM.

| | | | |
|------------------|------------------|-------------------|-------------------|
| Philosophy | Philosophy | Philosophy | Philosophy |
| (A)3 | (A)3 | (A)3 | (A)3 |
| Economics(A)3 | Economics(A)3 | Economics(A)3 | Economics(A)3 |
| Latin (E)3 | Mathematics | History (P)2 | English (E)3 |
| Greek (E).....3 | (I)3 | Electives8 | Fine Arts.....3 |
| Electives4 | Electives7 | | Electives4 |

SPRING TERM.

| | | | |
|------------------|------------------|-------------------|------------------|
| Philosophy | Philosophy | Philosophy | Botany (A)3 |
| (B)3 | (B)3 | (E)3 | English or |
| English (J)....3 | English (J)....3 | English (J)3 | Fine Arts....3 |
| Geology (A)....3 | Geology (A)....3 | Geology (A)....3 | Geology (A)....3 |
| Electives7 | Electives7 | Electives7 | Electives7 |

SENIOR YEAR.

FALL TERM.

| | | | |
|-------------------|-------------------|-------------------|-------------------|
| Philosophy | Philosophy | Philosophy | Philosophy |
| (C)3 | (C)3 | (C)3 | (C)3 |
| Electives13 | Electives13 | Electives13 | Zoology(A) or |
| | | | Botany(B) 3 |
| | | | Electives10 |

A TABULATED STATEMENT OF THE REQUIRED
WORK.*—(CONCLUDED.)

| A. B. COURSE. | B. S. COURSE. | PH. B. COURSE. | B. L. COURSE. |
|---------------------------|---------------------------|---------------------------|---------------------------|
| SPRING TERM. | | | |
| Philosophy (D) 3 | Philosophy (D) 3 | Philosophy (D) 3 | Philosophy (D) 3 |
| Electives13 | Electives13 | Electives13 | Electives13 |

*The letters (A), (B), etc., refer to courses thus designated and described under the several departments. The figures indicate the value of the course in number of credits; also the number of hours of recitation per week.

Electives Offered for the Year 1900=01.

FALL TERM.

| | |
|---|--|
| Philosophy: (G), 2. | Physics: (B), 3. |
| Economics and History: (D), 2; (E), 3; (L), 2; (P), 2; (Q), 3. | Zoology: (A), 3; (C), 2. |
| Greek: (G), 3. | Geology: (A), 1. |
| English: (D), 3; (F), 2; (N), 2; (O), 2; (Q), 2. | Bible: (D), 3; (F), 3; (K), 3; (M), 2. |
| German: (C), 3. | Botany: (B), 3. |
| French: (A), 3; (C), 3. | Geography: (A), 1. |
| Spanish: (A), 3; (C), 3. | Geography: (B), 3. |
| Mathematics: (D), 3; (H), 3; (J), 3; (L), 3; (N), 3. | Physiology: (A), 3. |
| | Pedagogy: (A), 3; (B), 3; (D), 2; (F), 2. |

SPRING TERM.

| | |
|--|--|
| Philosophy: (E), 3; (F), 2. | French: (B), 3; (D), 3. |
| Economics and History: (B), 2; (F), 3; (M), 2; (N), 3; (O) 3. | Spanish: (B), 3; (D), 3. |
| Latin: (F), 3; (H), 3. | Mathematics: (E), 3; (F), 3; (I), 3; (K), 3; (M), 3; (O), 3; (Q), 3. |
| Greek: (F), 3. | |
| English: (C), 3; (G), 2; (J), 2; (K), 2; (L), 3; (N), 3. | Zoology: (B), 3. |
| Pedagogy: (A), 3; (C), 3; (D), 3; (G), 2; (H), 2; (I), 2. | Botany: (A), 3; (C), 3. |
| German: (D), 3. | Bible: (E), 3; (G), 3; (H), 3; (L), 2. |

Music.—Twenty-one courses.

Painting and Drawing.—Seven Courses.

Elocution.—Three courses.

Credit toward graduation will be allowed for work in Music, Painting, Elocution and Military Science upon the following basis: For one grade in Music, a course; for three hours per week for twenty weeks in Painting, Elocution or Military Drill, one-third course. For work in these subjects not more than twelve credits can be given in courses leading to the degrees A. B., B. S. and Ph. B. In the Fine Arts course, leading to the degree B. L., thirty-nine credits may be given for work in the Fine Arts.

Requirements for Higher Degrees.

The Master's Degrees, A. M., M. S. and Ph. M., will be conferred by the University upon the following conditions:

1. The candidate must have received the corresponding Bachelor's Degree from Baylor University, or from some other institution of high grade, in which latter case his Bachelor's course, if not equivalent to that of the University, shall have been made so by additional work.

2. He must have spent thereafter one year in resident graduate study in the University, or two years in some other institution of high grade, or two years pursuing, in absentia, studies by correspondence in the Correspondence Department of the University.

3. He must have successfully completed, according to the preceding section, at least ten courses, selected with the approval of the Faculty, not less than five nor more than seven of which shall be in his principal de-

partment, and the others in not more than two other departments; provided: (1), That not more than two courses catalogued in the required work below the Junior year may be elected; (2), That his principal work may not be in Mathematics or Science if he is a candidate for A. M., nor in Greek, Latin or English if for M. S.; (3), That he has stood a written examination at the University, unless otherwise specially ordered, upon all the courses offered, making an average grade of at least 80 per cent. upon all and not less than 75 per cent. upon any.

4. He must have presented to the head of his principal department, at least thirty days prior to the day of graduation, a satisfactory thesis in type-written or printed copy, upon an approved theme connected with his studies in this department. The thesis, upon being accepted, becomes the property of the University.

The fees for tuition and graduation are the same as in a Bachelor's course.

The Academy.

PROFESSOR POOL, DEAN.

The Baylor University Academy offers a three years course preparatory to college.

To enter the Academy, students should have a good knowledge of reading and spelling, understand the fundamental operations of arithmetic, and have finished language lessons and geography.

Students on entering will be given an examination, either oral or written, in order to determine to what classes they should be assigned.

Any student who desires to have work done elsewhere accepted here should present a certificate from the school where the work has been done.

In the Baylor University Academy students have the advantages of: (1), Instruction by college professors; (2), large and enthusiastic classes; (3), daily contact with students of higher attainments; (4), chapel services; (5), libraries; (6), training in the literary societies; and, in general, opportunities not surpassed elsewhere in the state.

THE ACADEMY CURRICULUM.

JUNIOR ACADEMIC CLASS.

| FALL TERM. | SPRING TERM. |
|---|--|
| <i>Latin I.</i> —First Book through Declensions and Conjugations. | <i>Latin II.</i> —First Book Completed. |
| <i>English.</i> —Grammar. Selected Classics. | <i>English.</i> —Selected Classics. Composition Writing based on Classics read. |
| <i>History.</i> —Our Country. | <i>History and Civics.</i> —Texas History (10 weeks). Civil Government (10 weeks). |
| <i>Mathematics.</i> —Arithmetic, <i>I</i> , to Percentage. | <i>Mathematics.</i> —Arithmetic, <i>II</i> , through Percentage, Proportion and Square Root. |
| <i>Special.</i> —Geography, Spelling, Writing. | <i>Special.</i> —Geography, Spelling, Writing. |

MIDDLE ACADEMIC CLASS.

FALL TERM.

| STUDIES LEADING TOWARD A. B. AND PH. B. DEGREES*. | STUDIES LEADING TOWARD B. S. DEGREE. |
|--|--|
| <i>Latin.</i> —Second Year Latin and Latin Grammar. | <i>Latin.</i> —Second Year Latin and Latin Grammar. |
| <i>English.</i> —American Masterpieces. Composition and Rhetoric. | <i>English.</i> —Composition and Rhetoric. |
| <i>History.</i> —General, <i>I</i> . | <i>History.</i> —General, <i>I</i> . |
| <i>Mathematics.</i> —School Algebra, <i>I</i> , through Factors and Multiples. | <i>Drawing.</i> —Elements of (Elective). Bookkeeping. |
| | <i>Mathematics.</i> —School Algebra, <i>I</i> , through Factors and Multiples. |

SPRING TERM.

| A. B. STUDIES. | B. S. STUDIES. |
|---|--|
| <i>Latin</i> .—Cæsar and Latin Composition. | <i>Latin</i> .—Cæsar and Latin Composition. |
| <i>Greek, I</i> .—First Book. | <i>Science</i> .—Physiology(10 weeks), Physical Geography (10 weeks). |
| <i>Science</i> .—Physiology(10 weeks), Physical Geography (10 weeks). | <i>History</i> .—General, completed, <i>II</i> . |
| <i>History</i> .—General, completed, <i>II</i> . | <i>Mathematics</i> .—School Algebra, <i>II</i> , through Quadratic Equations. Plane Geometry, two books. |
| <i>Mathematics</i> .—School Algebra, <i>II</i> , through Quadratic Equations. | |

SENIOR ACADEMIC CLASS.—FALL TERM.

| A. B. STUDIES. | B. S. STUDIES. |
|--|--|
| <i>Latin</i> .—Cæsar continued through four books. Cicero's 1st and 2nd Orations Against Catiline. | <i>Latin</i> .—Cæsar through four books. Cicero's 1st and 2nd Orations Against Catiline. |
| <i>Greek, II</i> .—First Book Completed. Xenophon, one book. | <i>German, I</i> .—See German I, p. 30 |
| <i>Science</i> .—Physics. | <i>Science</i> .—Physics. |
| <i>Mathematics</i> .—School Algebra, <i>III</i> , completed. <i>I</i> . Plane Geometry, two books. | <i>Mathematics</i> .—School Algebra, <i>III</i> , completed. <i>I</i> . Plane Geometry, completed. |
| <i>Elementary Psychology</i> .* | <i>Elements of Botany</i> .* |
| | <i>Elementary Psychology</i> .* |

SPRING TERM.

| A. B. STUDIES. | B. S. STUDIES. |
|---|---|
| <i>Latin</i> .—Cicero's 3rd and 4th Orations Against Catiline. Defence of Archias. Virgil's Aeneid, one book. | <i>Latin</i> .—Cicero's 3rd and 4th Orations Against Catiline. Defence of Archias. Virgil's Aeneid, one book. |
| <i>Greek, III</i> .—Xenophon, four books; Exercises in Greek Composition. | <i>German, II</i> .—Joynes-Meisseer, Anderson's Mærchen. |
| <i>English</i> .—Scott's Kenilworth, Silas Marner, Emerson's Essays, Compositions monthly. | <i>English</i> .—Scott's Kenilworth, Silas Marner, Emerson's Essays, Compositions monthly. |
| <i>Mathematics, III</i> .—Arithmetic reviewed, <i>III</i> . Plane Geometry completed, <i>II</i> . | <i>Mathematics, III</i> .—Arithmetic reviewed, <i>III</i> . Solid Geometry, <i>II</i> . |

*The requirements for entrance to the college course leading to the degree of Ph. B. are same as for A. B., except that instead of the three terms of Greek an equivalent in German, or two courses in German and one in Philosophy is required.

The requirements for entrance to the college course leading to the degree of B. L. are the same as for Ph. B., except that for one of the three courses in German the student may offer an additional course in English or History, and Botany may be offered instead of Physics.

Summer Sessions.

BIBLE SCHOOL.

The Summer Session of the Bible School was more largely attended than any previous session. Twenty-one instructors were employed and three hundred and forty-six students were enrolled. One hundred and three postoffices and five states were represented. Students were in attendance from thirty-five associations in Texas.

COLLEGE.

The attendance at the Summer Session of the College was satisfactory. The number was slightly less than last year, but the students were generally better advanced than ever before. The work done was excellent.

Announcements of the Faculties and Courses of the Summer Sessions of 1901 will be given in a subsequent issue of the BULLETIN.

Expenses.

All fees are payable to the Registrar quarterly in advance, except the incidental fee, which is charged for each term, and the matriculation fee which is paid only once.

| | |
|--|---------|
| Matriculation Fee, (paid once) | \$ 5.00 |
| Board (in advance) in Georgia Burleson Hall, washing not included, per quarter..... | 31.25 |

TUITION.

| | |
|---|---------|
| Academy, per quarter..... | \$12.50 |
| College, per quarter..... | 15.00 |
| One Special Study, per term..... | 12.50 |
| Laboratory Fee in Advanced Chemistry, per term..... | 5.00 |

MUSIC.

| | |
|---|---------|
| Piano, with Director, per quarter | \$15.00 |
| Any other course..... | 12.50 |

USE OF INSTRUMENT FOR PRACTICE.

| | |
|---------------------------------|---------|
| Per term, 1 hour per day | \$ 5.00 |
| Per term, 2 hours per day | 8.75 |
| Additional hours pro rata. | |

| | |
|---|---------|
| Harmony, (in classes), per quarter..... | \$ 7.50 |
| Sight-Singing and Chorus Drill, (in classes), per term..... | 5.00 |

PAINTING AND DRAWING.

| | |
|---------------------------------|---------|
| Any course, per quarter.. | \$12.50 |
|---------------------------------|---------|

ELOCUTION.

| | |
|-------------------------------|------|
| One course, per quarter | 6.25 |
|-------------------------------|------|

OTHER FEES.

| | |
|----------------------------------|---------|
| Annual Incidental Fee | \$ 5.00 |
| Diploma and Graduation Fee | 10.00 |

ESTIMATE OF NECESSARY EXPENSES FOR TEN MONTHS.

| | MODERATE. | LIBERAL. | MAXIMUM. |
|----------------------------------|---------------|---------------|---------------|
| Board, Fuel and Lights..... | \$ 90.00 | \$125.00 | \$150.00 |
| Tuition: { Academy..... | 50.00 | 50.00 | 50.00 |
| { College..... | 60.00 | 60.00 | 60.00 |
| Entrance Fee | 5.00 | 5.00 | 5.00 |
| Incidental Fee | 5.00 | 5.00 | 5.00 |
| Books and Stationery | 10.00 | 15.00 | 25.00 |
| Laundry | 10.00 | 13.00 | 20.00 |
| TOTAL: { Academy | 170.00 | 213.00 | 255.00 |
| { College | 180.00 | 223.00 | 265.00 |

These totals are each \$5.00 less after the first year. The above estimate does not include uniforms, which are inexpensive, and save in dress.

Graduate Department.

| NAME. | DEGREE. | RESIDENCE. |
|----------------------------|---------------------------------|---------------------|
| Eugene Pary Alldredge..... | B. A., Baylor, '00..... | Kosse, Texas. |
| William Daniel Bowen..... | B. A., " '99..... | Waco, " |
| Thomas Hughes Claypool { | B. A., " '95 { | New Haven, Conn. |
| | B. A., Yale, '98 { | |
| Mrs. T. H. Claypool..... | B. A., Baylor, '98..... | " " " |
| Ben L. Cox..... | B. A., " '98..... | Ben Wheeler, Texas. |
| Wilbur C. Davis..... | B. A., " '98..... | Gladstone, " |
| Daniel E. Graves..... | { B. A., " '95 { | Gatesville, " |
| | { Univ. of Chicago | |
| W. M. Grimmett..... | B. A., Baylor, '98..... | Gatesville, Texas. |
| Nathaniel Harris..... | B. A., " '00..... | Waco, " |
| J. C. Lumkin..... | { B. L., " '99 { | Waxahachie, Tex. |
| | { LL. B., Univ. of Texas, '00 { | |
| Minor Lee Moore..... | B. L., Baylor, '00..... | Greenville, Texas. |
| George W. McDaniel..... | B. A., " '98..... | Temple, " |
| Samuel Graham Porter..... | B. A., " '98..... | Waco, " |
| Daniel Edward Smith..... | B. L., " '00..... | Magnolia, Ark. |
| Eunice Taylor..... | Baylor Univer. | Kosse, Texas. |
| J. B. Tidwell..... | B. A., Howard Coll. | Decatur, " |
| E. G. Townsend..... | B. A., Baylor, '93..... | Waco, " |
| David Casius Warren..... | B. S., " '94..... | Graham, I. T. |

Total number of Students in Graduate Department 18

(S)—Summer Session; (S. B.)—Summer Bible School; (G)—Georgia Burleson Hall; 531 S. Fifth Street—Maggie Houston Hall.

| NAME AND WACO ADDRESS. | RESIDENCE. |
|--|----------------------|
| Adams, Tandy Young, 1906 S. 5th St | Dripping Springs. |
| Adams, Felix M., 531 S. 5th St | Celeste, Texas. |
| Ahrens, Edward, 531 S. 5th St..... | Dallas, " |
| Alderson, Charles Hershall, 520 Speight St | Rhome, " |
| Alldredge, Homer Collins, 1105 S. 5th St..... | Brooksville, Ala. |
| Allen, Audrey Minnie, College Heights | Hermoson, Texas. |
| Allman, William Richard, 1027 S. 3rd St..... | Stephenville, " |
| Allen, Pyrena, (S. B.)..... | Waco, " |
| Armstrong, Mrs. L. D., (S. B.)..... | Terrell, " |
| Arthur, B. B., (S.)..... | Chilton, " |
| Bagby, Ermine, 702 Speight St..... | Rio Janeiro, Brazil. |
| Bagby, Cheney C., 919 Speight St..... | Navasota, Texas. |
| Bain, L. E., (S.) | Bowie, " |
| Baird, J. J., (S. B.)..... | |
| Ball, Robert Lee, 1905 S. 5th..... | Cleburne, " |

| | |
|---|-------------------|
| Barnes, James..... | Waco, Texas. |
| Barnes, Katy, 1802 Columbus St..... | Waco, “ |
| Barron, Ollie Bell, 427 University St..... | Era, “ |
| Barron, John Hiram, 427 University St..... | “ “ |
| Barron, Fred C., 1530½ S. 5th St..... | Plano, “ |
| Batson, Joseph Thomas, 531 S. 5th St..... | Rogers Prairie, “ |
| Battaille, Charles Robert, 1603 S. 4th..... | Elm Mott, “ |
| Battle, May Belle, (G.)..... | Waco, “ |
| Beaty, Mildred Mozelle, 1127 S. 5th St..... | “ “ |
| Beckett, Mrs. K. S., (S. B.)..... | “ “ |
| Bell, Hallie B., (S.)..... | “ “ |
| Bell, Robert Emmett, 531 S. 5th St..... | Blanco, “ |
| Benson, James Horatio, 1911 S. 5th St..... | Whitt, “ |
| Bentley, Amy, (S.)..... | Henderson, “ |
| Bentley, P. N., (S. B.)..... | “ “ |
| Billington, John E., 1707 S. 8th St..... | Billington, “ |
| Blair, Annie Etta, 1390 S. 5th St..... | Bosqueville, “ |
| Blake, Lola May, 1111 Speight St..... | Odessa, “ |
| Blaylock, B. B., (S. B.)..... | Troy, “ |
| Boales, Mrs. K. A., (S. B.)..... | “ “ |
| Bogges, Anne Lou, 24th and Parrott Ave..... | Waco, “ |
| Bogges, Offa Sierers, 24th and Parrott Ave..... | “ “ |
| Bohannon, G. S., (S. B.)..... | Pleasanton, “ |
| Bolinger, Louise, 516 N. 17th St..... | Waco, “ |
| Boone, Joseph Prince, Jr., S. 5th St..... | Dallas, “ |
| Boyd, George Wesley, 1601 S. 9th St..... | Re, “ |
| Boyles, Mattie Nettie, (G.)..... | Reagan, “ |
| Bright, Walter Cavendar, 1502 S. 4th St..... | Waco, “ |
| Brightwell, Willie, 1324 S. 11th St..... | “ “ |
| Brittain, William Elbert, 531 S. 5th St..... | “ “ |
| Brooks, T. D., (S.)..... | Milford, “ |
| Brooks, H. H., (S. B.)..... | Alomogordo, N. M. |
| Brooks, S. E., (S. B.)..... | Cleburne, Texas. |
| Brown, Lizzie, (S. B.)..... | Whitewright, “ |
| Brown, Daniel Edwin, 422 Moore St..... | Kennedale, “ |
| Brown, James Duncan, 1905 S. 5th St..... | Cleburne, “ |
| Brown, William Jefferson, 1905 S. 5th St..... | “ “ |
| Bryan, Oscar Eugene, S. 8th St..... | Gainesville, “ |
| Bryan, Vernon Alva, 1802 S. 9th St..... | Hubbard, “ |
| Buck, Nellie Faulkner, 1726 S. 9th St..... | Waco, “ |
| Burke, Mattie Rebecca, (G.)..... | Powell, “ |
| Burke, Johnnie E., (G.)..... | “ “ |
| Burr, W. W., (S. B.)..... | Waco, “ |
| Burr, Lizzie, (S. B.)..... | Dallas, “ |
| Russell, Joseph Leigh, 1629 S. 4th St..... | Vera, “ |

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|---|---------------------|
| Camp, Bertie Calvin, 1629 S. 4th St..... | Allen, Texas. |
| Cannedy, T. E., (S. B.)..... | Greenville, “ |
| Carmichael, J. R., (S. B.)..... | Owen, “ |
| Carpenter, Anise Lovenia, (G.)..... | Mart, “ |
| Carroll, Edena May, 1409 S. 9th St..... | Waco, “ |
| Carroll, C. C., (S. B.)..... | Calvert, “ |
| Carroll, C. V., (S. B.)..... | Brownwood, “ |
| Carroll, William Gilbert, 705 Speight St..... | Buna, “ |
| Carroll, Mattie Kate, 823 Speight St..... | Waco, “ |
| Carsinel, Robert, (S. B.)..... | Owen, “ |
| Carter, Lena Lister, (S.)..... | Camden, “ |
| Carver, W. C., (S. B.)..... | Whitesboro, “ |
| Carver, Charles Spencer, 1530½ S. 5th St..... | Whitney, “ |
| Cason, J. R., (S. B.)..... | Anderson, “ |
| Castleberry, Willie Augusta, (G.)..... | Rockdale, “ |
| Cauthen, Perry Edwards, 531 S. 5th St..... | Lampasas, “ |
| Caves, James Jackson, 1312 S. 9th St..... | So. Canadian, I. T. |
| Chapman, Terry, 531 S. 5th St..... | Birdville, Texas. |
| Clark, Lu Hunter, (G.)..... | Oenaville, “ |
| Clay, Charles L., 1111 Speight St..... | Moody, “ |
| Clay, Henry, 1111 Speight St..... | “ “ |
| Clegg, Jessie, (G.)..... | Trinity, “ |
| Clements, Dora Geneva, 1402 S. 9th St..... | Waco, “ |
| Clements, Lydia, 1402 S. 9th St..... | “ “ |
| Clinkscales, Louis DuPre, 1801 S. 9th St..... | Vinita, I. T. |
| Cochran, Miss S., (S. B.)..... | Beaumont, Texas. |
| Collins, A. P., (S. B.)..... | Ft. Worth, “ |
| Compere, Comfort H, 1035 S. 4th St..... | Hubbard, “ |
| Coney, W. A., (S. B.)..... | Ben Wheeler, “ |
| Connally, Rose Dorina, (G.)..... | Eddy, “ |
| Cook, G. M., (S. B.)..... | Lucas, “ |
| Cooke, Robert, (S. B.)..... | Winters, “ |
| Cooper, Jackson Stewart, 1435 S. 8th St..... | Waco, “ |
| Cooper, Oscar Henry, Jr., 1435 S. 8th St..... | “ “ |
| Cornelius, Eugene Stanley, 1905 S. 5th St..... | Denton, “ |
| Covington, William Roper, 531 S. 5th St..... | Meridian, Miss. |
| Cowden, Ruth, (G.)..... | Midland, Texas. |
| Cowden, Lucy, (G.)..... | “ “ |
| Crain, S. S., (S. B.)..... | Cariness, “ |
| Crain, J. H., (S. B.)..... | Davis, “ |
| Cranfill, Hallie, Parrott Ave., bet. 23d & 24th Sts., Waco, | “ |
| Cranfill, Thomas Edwin, 420 Speight St..... | Dallas, “ |
| Creighton, William Monroe, 1911 S. 5th St..... | Salesville, “ |
| Crenshaw, Drury McKay..... | Waco, “ |

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| Crouch, Beulah Mary, (G.)..... | Heidenheimer, Texas. | |
| Crouch, Ora Pearl, (G.)..... | Temple, | " |
| Crouch, Eugene Woodward, 823 Speight St..... | Heidenheimer, | " |
| Crowder, J. W., (S. B.)..... | Weston, | " |
| Crozier, W. G., (S.)..... | Waelder | " |
| Dalton, Webb, 1035 S. 4th St..... | Palo Pinto, | " |
| Damon, Henry Gordon, 1717 Speight St..... | Corsicana, | " |
| Dancer, Ben Franklin, 1111 Speight St..... | Waco, | " |
| Daniels, Joseph Carey, 1008 Speight St..... | Willis, | " |
| Darracott, J. C., (S.)..... | Tyler, | " |
| Davis, M. L., (S. B.)..... | Hico, | " |
| Davis, Mattie, 1224 Dallas St..... | East Waco, | " |
| Davis, James Mitchell, 1105 S. 5th St..... | Cleburne, | " |
| Davis, Henry Irvin, 1700 S. 5th St..... | Lometa, | " |
| Davis, Phillip Marvin, 1700 S. 5th St..... | " | " |
| Davis, Mary Ann, 1700 S. 5th St..... | " | " |
| Dawson, Joe Martin, 531 S. 5th..... | Italy, | " |
| Dellis, Ida Euren, 1905 S. 5th..... | Athens, | " |
| Denson, W. R., (S. B.)..... | Florence, | " |
| De Steiguer, Julia, 804 S. 3rd St..... | San Marcos, | " |
| De Steiguer, Ida Laura, 804 S. 3rd St..... | " | " |
| Dixon, Jesse Lee, 1312 S. 9th St..... | Dodge, | " |
| Dotson, Homer A., 609 Dutson St..... | Waco, | " |
| Dotson, Benjie Elmo, 1603 S. 4th St..... | William Penn, | " |
| Drennan, Mary, (G.)..... | Calvert, | " |
| Drisdale, Emma Edna, (G.)..... | West Point, | " |
| Du Bois, Nelle Ray, (G.)..... | Rockdale, | " |
| Durham, J. P., (S. B.)..... | Mt Zion, | " |
| Dyer, Felix Herring, 523 Herring Ave..... | Waco, | " |
| Dyer, Grace, 523 Herring Ave..... | " | " |
| Earle, Hallie, 2025 S. 3rd St..... | Hewitt, | " |
| East, William Arthur, 531 S. 5th St..... | Enon, | " |
| Edwards, J. H., (S. B.)..... | Anson, | " |
| Edmondson, Ada Lynne, (G.)..... | Brookshire, | " |
| Edwards, Lena Lee, 1725 S. 5th St..... | Waco, | " |
| Edwards, Jessie, (G.)..... | Oglesby, | " |
| Elliott, Earl, S. 8th St..... | Waco, | " |
| Elliott, Lela Lee, (G.)..... | Mt. Calm, | " |
| Elliott, Joseph H., 520 Speight St..... | Mansfield, | " |
| English, J. W., (S. B.)..... | Dallas, | " |
| Erwin, Mack A., 1314 N. 5th St..... | Waxahachie, | " |
| Evans, Samuel Ray, 334 N. 11th St..... | Comanche, | " |
| Evans, Perry Farmer, 1603 S. 4th St..... | Nobility, | " |
| Falkner, Mordis, Kellum Road..... | Waco, | " |

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| Fancher, Hattie, (G.)..... | Seymour, Texas. | |
| Faulkner, Edwin Wallace, 506 Speight St..... | Ft. Graham, | " |
| Ferrell, Oscar, (S. B.)..... | Athens, | " |
| Finley, Nannie, (S. B.)..... | Plum, | " |
| Finley, Willie Henry, 1629 S. 4th St..... | Allen, | " |
| Fisher, Corinne, (G.)..... | Waelder, | " |
| Fisher, William Junius, 516 Speight St..... | " | " |
| Fisher, Homer Buckner, 420 Speight St..... | Dallas, | " |
| Fletcher, Cordie Oola, (G.)..... | Heidenheimer, | " |
| Fletcher, Earnest Sylvester, 823 Speight St., | " | " |
| Flewellen, Bettie Byrd, 258 Parrott Ave..... | Waco, | " |
| Foster, John Waco, 15 Peach St..... | Glory, | " |
| Fountain, Thomas D., 919 Speight St..... | Reagan, | " |
| Fowler, Thomas Stallworth, 8th & Speight Sts., | Apolonia, | " |
| Francis, Edward Manning, 1113 Speight St., | Jacksonville, | " |
| Franks, Olga, (G.)..... | Sweet Home, | " |
| French, Eleanor Irene, (G.)..... | Merit, | " |
| Fulbright, Rufus Clarence, 516 Speight St., | New Boston, | " |
| Fulbright, George Smith, 1002 Speight St..... | Farmersville, | " |
| Fuller, M. L., (S. B.)..... | Rush, | " |
| Gaddy, Lillian, 1002 Speight St..... | Waco, | " |
| Gantt, Thomas Albert, 919 Speight St..... | Burleson, | " |
| Gantt, John Walter, 919 Speight St..... | " | " |
| Garrett, H. M., (S. B.)..... | | |
| Garrett, Myrtle Ruby, (G.)..... | Stranger, Texas. | |
| Garrett, Hosea..... | Weatherford, | " |
| Gentry, Leona, (S. B.)..... | " | " |
| Gentry, J. C., (S. B.)..... | " | " |
| Gentry, F. A., (S. B.)..... | Decatur, | " |
| Gibson, R. H., (S. B.)..... | Carlton, | " |
| Giddings, Jake Walter, 919 Speight St..... | Allen, | " |
| Gill, Henry Levy, 531 S. 5th St..... | Westlake, La. | |
| Gillaspie, Carror, 1435 S. 8th St..... | Carthage, Texas. | |
| Gillam, Robert Lee, 1113 Speight St..... | Jacksonville, | " |
| Gober, Olin, 1530½ S. 5th St..... | Harmony Grove, Ga. | |
| Godley, Emma, (G.)..... | Dallas, Texas. | |
| Goerner, William, 1417 S. 11th St..... | Bastrop, | " |
| Goode, Lizzie, (S. B.)..... | Hayden, | " |
| Gouldy, Nora Carrie, 2013 Washington St..... | Waco, | " |
| Glass, Wiley B., 531 S. 5th St..... | Goolsboro, | " |
| Grant, Pet, 1702 S. 10th St..... | Waco, | " |
| Green, W. M., (S. B.)..... | Stephenville, | " |
| Green, Lorene, (G.)..... | Thorp Springs, | " |
| Greer, Lillian Lee, 919 Speight St..... | Waco, | " |

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| Greer, Genevieve, 919 Speight St..... | Waco, Texas. | |
| Gregory, H. A., 715 Speight St..... | Waxahachie, | " |
| Griffith, Lizzie, 422 Moore St..... | Waco, | " |
| Groom, M. S., (S. B.)..... | Neri, | " |
| Grow, Walter Paoli, 1125 Dallas St..... | Comanche, | " |
| Hahn, Tobe, 531 S. 5th St..... | Sage, | " |
| Halbert, Olive Mary, 1201 Jefferson St..... | Waco, | " |
| Halbert, Ada Ben, 1201 Jefferson St..... | " | " |
| Hamlett, Dr. S. B., (S. B.)..... | " | " |
| Hamlett, Mrs. J. T., (S. B.)..... | " | " |
| Hamilton, Pearl, (G.)..... | Lampasas, | " |
| Hardin, Abell Duncan, 618 S. 6th St..... | Waco, | " |
| Hardy, Edna Pauline, (G.)..... | Navasota, | " |
| Hardy, Benjamin F., 1603 S. 5th St..... | Hosey, Miss. | |
| Harrell, F. J., (S. B.)..... | Waco, | " |
| Harrell, Mrs. J. F., (S. B.)..... | Calvert, | " |
| Harrell, Lillian Josephine, 1530½ S. 5th St..... | Waco, | " |
| Harrington, Genoa, 1313 S. 8th St..... | " | " |
| Harrington, Jessie, 1313 S. 8th St..... | " | " |
| Harris, R. T., (S. B.)..... | San Antonio, | " |
| Harris, Annie May, 705 S. 8th St..... | Carthage, | " |
| Harris, Mrs. H. H., (S. B.)..... | | |
| Harris, Mrs. J. N., (S. B.)..... | | |
| Harris, Lou Mitchell, 1629 S. 4th St..... | Waco, Texas. | |
| Harris, Lora Lee, (G.)..... | Pearsall, | " |
| Harrison, C. S., 531 S. 5th St..... | Buda, | " |
| Harrison, Olin C., 1629 S. 4th St..... | Seymour, | " |
| Harrison, Wesley, 1629 S. 4th St..... | " | " |
| Hartfield, Zuma Rice, 917 S. 3rd St..... | Waco, | " |
| Harvey, J. W., (S. B.)..... | Seymour, | " |
| Hawkins, Joseph Elmer, City Hospital..... | Waco, | " |
| Hawkins, Mabel Josephine, 1407 S. 9th St..... | " | " |
| Hawkins, Mary Elizabeth, 1407 S. 9th St..... | " | " |
| Hawkins, Lita R, 1407 S. 9th St..... | " | " |
| Hawthorne, J. K., (S.)..... | Cade, | " |
| Head, James Lloyd, 1701 S. 7th St..... | Waco, | " |
| Head, John Howard, 1701 S. 9th St..... | " | " |
| Heath, Nannette Camilla, (G.)..... | Nicholasville, Ky. | |
| Heffington, James, 206 Dutton St..... | Richardson, Texas. | |
| Helsley, William Arthur, 1629 S. 4th St..... | Cleburne, | " |
| Henderson, Judson Sanford, 531 S. 5th St..... | Chiwaga, Miss. | |
| Henderson, Boyce Hicks, (G.)..... | Yoakum, Texas. | |
| Henslee, Claude Brown, 415 Moore St..... | Merit, | " |
| Hicks, W. J., (S. B.)..... | Alexander, | " |

| | |
|---|-----------------------|
| High, James Francis, 1325 Austin Ave. | Moody, Texas. |
| Hill, Vernon, (G.)..... | Oenaville, “ |
| Hill, James Efford, 609 Dutton St | “ “ |
| Hill, David Barton, 1300 S. 7th St..... | Payson, Arizona. |
| Hillsman, W. T., (S. B.)..... | Ledbetter, Texas. |
| Hillyer, Lawrence, 1600 S. 10th St..... | Waco, “ |
| Hines, B. C., (S.)..... | Coleman, “ |
| Hindes, Nettie Fountain, (G.) .. | Pearsall, “ |
| Holcomb, Robert Oliver, 1312 S. 9th St..... | Bruceville, “ |
| Holloway, W. D., 531 S. 5th St..... | Marlin, “ |
| Holloway, Katie, (G.)..... | Weimar, “ |
| Holman, Virgie, (G.)..... | Hutto, “ |
| Holsonbake, Rufus E., 1530½ S. 5th St..... | Farmersville, “ |
| Holt, Judd Brooks, 1530½ S. 5th St..... | Victoria, “ |
| Hopper, Pearl R., 1305 S. 8th St..... | Waco, “ |
| Hornor, Susie, 1419 S. 8th St..... | “ “ |
| Hornor, Vara Edmondson, 1419 S. 8th St..... | “ “ |
| Hudson, Lillian, (S. B.)..... | |
| Huff, Ollie, (G.)..... | Mountain Peak, Texas. |
| Huff, Erin, (G.) | “ “ “ |
| Hull, I. D., (S. B.)..... | Rising Star, “ |
| Hunt, Thomas Ewell, 1015 S. 8th St..... | Hillsboro, “ |
| Hunt, Nora, (S. B.)..... | |
| Hunt, Joab Napoleon, 1909 S. 5th St..... | Burleson, Texas. |
| Hutto, Robert Walton, 19th and Fort Sts | Waco, “ |
| Hyde, Homer Hilary, 618 S. 6th St | Hutto, “ |
| Isaacs, Burford, 717 Speight St..... | Rockdale, “ |
| Ingle, W. H., (S. B.)..... | Auburn, “ |
| Jack, Alta Ella, 1905 S. 5th St..... | Burleson, “ |
| Jackson, J. H., (S. B.)..... | Waco, “ |
| Jalufka, James, 1919 S. 5th St..... | Moravia, “ |
| James, D., (S. B.)..... | Haskell, “ |
| Jameson, Augusta Steele, 705 Speight St..... | Navasota, “ |
| Jenkins, Annie, (S. B.)..... | Waco, “ |
| Jenkins, Sallie, 1906 S. 5th St..... | “ “ |
| Jeter, E. D., (S. B.)..... | “ “ |
| Jeter, Ella, (S. B.)..... | “ “ |
| Jeter, Y. D., (S. B.)..... | “ “ |
| Jeter, Alfa, (G.)..... | Cameron, “ |
| Johnson, J. T., (S.)..... | Marlin, “ |
| Jones, Bessie, (S.)..... | Riesel, “ |
| Jones, Abner Edward, 618 S. 6th St..... | Whitesboro, “ |
| Jones, Joseph Marion, 1100 S. 5th St..... | Ocker, “ |
| Keeton, L. L., (S. B.)..... | Ft. Worth, “ |

| | | |
|---|-------------------|---|
| Keith, Benjamin Franklin, 1629 S. 4th St..... | Cookville, Texas. | |
| Kemball, Anne Love, (S. B.)..... | Groesbeck, | " |
| Kendall, H. Q., (S. B.)..... | Brownwood, | " |
| Kendall, Sara Rose, S. 7th St..... | Waco, | " |
| Kendrick, Hester, Moody Road..... | " | " |
| Kendrick, Edwin Ernest, 531 S. 5th St..... | Terry, | " |
| Kendrick, Ben Hill, Moody Road..... | Waco, | " |
| Kennedy, J. P., (S. B.)..... | Alvarado, | " |
| King, Elise, N. 5th St..... | Waco, | " |
| King, Conant M., 1105 S. 5th St..... | McKinney, | " |
| King, James Edward, 1113 Speight St..... | Memphis, | " |
| Knight, Warren Alexander, 531 S. 5th St..... | Reagan, | " |
| Kyser, Maye, (G.)..... | Marlin, | " |
| Lacey, G. H. (S. B.)..... | Gonzales, | " |
| Lacy, Thomas Elwin, 609 Dutton St..... | Longview, | " |
| Lane, G. W., (S. B.)..... | Galveston, | " |
| Lanford, M. L. (S. B.)..... | Brownwood, | " |
| Lassiter, Claude Davis, 531 S. 5th St..... | Pilot Point, | " |
| Lattimore, Samuel Harrison, 1124 S. 5th St..... | Dublin, | " |
| Lewis, Esker Munroe, 531 S. 5th St..... | Waco, | " |
| Lewis, Grace, 812 N. 5th St..... | Waco, | " |
| Lile, Arthur, (S. B.)..... | Paducah, | " |
| Lindsey, Maggie M., 1127 S. 5th St..... | Lancaster, | " |
| Little, Dora Lee, (G.)..... | Mart, | " |
| Lockett, Maggie, (G.)..... | Meridian, | " |
| Lockett, Basil Lee, 531 S. 5th St..... | Vernon, | " |
| Logue, John Gibson, 1530½ S. 5th St..... | Columbus, | " |
| Looney, Oliver R., 520 Speight St..... | Ben Arnold, | " |
| Loughridge, Emma Foster, 609 N. 12th St..... | Waco, | " |
| Lovell, Fuqua, (S. B.)..... | Azle, | " |
| Lumpkin, Ida, (G.)..... | Franklin, | " |
| Luster, David Hugh, 1629 S. 5th St..... | Rock Hill, | " |
| Mackey, Anne Halbert, (G.)..... | Kempner, | " |
| Maddera, Maud, (S. B.)..... | Waco, | " |
| Maddox, Layton, (S. B.)..... | Moody, | " |
| Marshall, J. N., (S. B.)..... | Laredo, | " |
| Martin, Emma, 873 S. 4th St..... | Waco, | " |
| Martin, Theo Doshia, 873 S. 4th St..... | " | " |
| Martin, Nora Graves, 873 S. 3th St..... | " | " |
| Martin, Joe, 873 S. 4th St..... | " | " |
| Martin, Hugh E., 873 S. 4th St..... | " | " |
| Mason, William Eugene, 422 Moore St..... | Grandbury, | " |
| Matthews, Gertrude, 1713 Washington St..... | Waco, | " |
| Matthews, Harlan Julius, 706 Speight St..... | Nugent, | " |

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| Maxwell, John Melton, 1616 S. 8th St..... | Waco, Texas. | |
| Maxwell, Mary, 1616 S. 8th St..... | “ | “ |
| Mayes, S. J., (S. B.)..... | Welmer, | “ |
| Mayes, J. T., (S. B.)..... | Lexington, | “ |
| Meyer, Dorothy, (S. B.)..... | Henderson, | “ |
| Meyer, Herman Fred, 1709 S. 7th St..... | Mosheim, | “ |
| Miles, Edgar Earnest, 1709 S. 9th St..... | “ | “ |
| Millican, Adoniram Judson, 520 Speight St..... | Waco, | “ |
| Miller, Janus Jackson, (S.)..... | Moody, | “ |
| Mims, Lee Johnson, 1718 S. 5th St..... | Waco, | “ |
| Mims, Basil Manly, 531 S. 5th St..... | Midland, | “ |
| Mitchell, Faye, 22nd and Barnard Sts..... | Waco, | “ |
| Monroe, Ezra Wilson, 415 Moore St..... | Timpson, | “ |
| Moore, James Boyd, 531 S. 5th St..... | Plainview, | “ |
| Moore, O. J., (S.)..... | Venus, | “ |
| Moore, A. J., (S. B.)..... | “ | “ |
| Moore, J. D., (S. B.)..... | Holland, | “ |
| Moore, Benjamin Henry, 531 S. 5th St..... | Mosheim, | “ |
| Morris, H. R., (S. B.)..... | Welmer, | “ |
| Morris, Thomas Mangrum, 1802 S. 9th St..... | Hubbard, | “ |
| Morse, Kate Nelson, 1808 N. 6th St..... | Waco, | “ |
| Muirhead, Harry Harvey, 531 S. 5th St..... | Temple, | “ |
| Murphy, S. F., (S. B.)..... | Fate, | “ |
| Murphy, Mrs. Emma, (S. B.)..... | Waco, | “ |
| Murrie, Gregg, 1629 S. 4th St..... | Seymour, | “ |
| Murrow, J. W., (S. B.)..... | Otaka, I. T. | |
| McAdams, Ela, (S. B.)..... | Jewett, Texas. | |
| McCarty, Wilburn, 608 Dutton St..... | Granger, | “ |
| McCaskill, Adrian Alexander, 1316 N. 5th St..... | Retreat, | “ |
| McClelland, May, (G.)..... | Gilmer | “ |
| McCollum, Carl, 1111 Speight St..... | Pleasant Valley, | “ |
| McCraner, George LaFayette, 1603 S. 3th St..... | Cleburne, | “ |
| McCrary, John H. Reagan, 420 Speight St..... | Calvert, | “ |
| McDonald, Richard, 531 S. 5th St..... | Rogers Prairie, | “ |
| McGaffey, Annie, (S. B.)..... | Dallas, | “ |
| McGown, Mrs., (S. B.)..... | Waco, | “ |
| McKelvy, J. C., (S.)..... | Oglesby, | “ |
| McKie, Mrs. Kate S., (S. B.)..... | Corsicana, | “ |
| McKinley, J. C., (S.)..... | Elk, | “ |
| McKinney, Mrs. Bianca, (S. B.)..... | Waco, | “ |
| McKinney, Sallie D., (G.)..... | Jones Prairie, | “ |
| McKinney, William Alonzo, 1611 S. 9th St..... | Waco, | “ |
| McLendon, Ralph, 1029 Austin Ave..... | “ | “ |
| Nash, Joseph Mitchell, 17th and Sanger Ave..... | “ | “ |

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| Nash, Ellie Renel, 17th and Sanger Ave..... | Waco, Texas. |
| Nash, Alma, 17th and Sanger Ave..... | “ “ |
| Neely, Joseph Holmes, 531 S. 5th St..... | Newburg, “ |
| Nelms, Gertrude, (G.)..... | Lovelady, “ |
| New, J. L., (S.)..... | Brenham, “ |
| Newbrough, J. W., (S. B.) .. | Cleburne, “ |
| Newman, James Charles, 1603 S. 4th St | Waco, “ |
| Norris, Mattie Annie, (G.) | Hubbard, “ |
| Norris, Madeline, (G.)..... | Eagle Lake, “ |
| Norris, John Franklin, 531 S. 5th St..... | Hubbard, “ |
| Nowlin, John Kidd, 1626 S. 8th St..... | Waco, “ |
| Oakes, Charles Edwin, Jr., 919 Speight St..... | Channing, “ |
| Oakes, Lalla Estelle, (G.)..... | “ “ |
| Oakes, Desdemona Eloise, (G.)..... | “ “ |
| Olson, John Lauris, 531 S. 5th St..... | Cranfill's Gap, “ |
| Oram, Miss, (S. B.)..... | |
| Owen, L. B., (S. B.)..... | De Leon, Texas. |
| Owen, Nettie, (S. B.)..... | Athens, “ |
| Pace, Julian Harrison, 531 S. 5th St..... | Liberty Hill, “ |
| Parks, Mrs. A. J., (S. B.)..... | Ft. Worth, “ |
| Parker, Mary E., (S. B.)..... | Galveston, “ |
| Parker, Leila, (S. B.)..... | Athens, “ |
| Patton, Katherine, (G.) | Henrietta, “ |
| Patty, W. F., (S. B.) | Sherman, “ |
| Patty, Mrs. W. F., (S. B.)..... | “ “ |
| Payne, Oscar C., 415 Moore St..... | Greenville, “ |
| Pearce, R. L., (S. B.)..... | Rockport, “ |
| Pearce, Mrs. Kate, (S. B.)..... | “ “ |
| Pearce, Joseph, 531 S. 5th St..... | Garland, “ |
| Penn, Thomas William, 1801 S. 9th St..... | Winsboro, “ |
| Penry, Mrs., (S. B.)..... | Waco, “ |
| People, W. F., (S. B.) | |
| Perry, Kate, (S. B.)..... | Ennis, “ |
| Phillips, M. A., (S. B.)..... | Comstock, “ |
| Phillips, Thomas Owen, 531 S. 5th St | “ “ |
| Pierce, Walter Art, 531 S. 5th St..... | Savoy, “ |
| Pierce, Carroll Commodore, 531 S. 5th St..... | “ “ |
| Pierce, John Maxie, 531 S. 5th St..... | “ “ |
| Pipkin, W. E., (S. B.)..... | Valley Creek, “ |
| Pirtle, Ira T., (S. B.)..... | “ “ |
| Platt, T. W., (S.)..... | Bowie, “ |
| Pledger, A. N., (S. B.)..... | Paris, “ |
| Pool, Jesse Burgess, 1601 S. 9th St..... | Mayfield, “ |

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| Pool, U. H., (S.)..... | Mayfield, Texas. |
| Porter, Wm., (S. B.)..... | San Antonio, “ |
| Porter, A. N., (S. B.)..... | “ “ “ |
| Posey, Edna, (S. B.)..... | Granger, “ |
| Potter, William Milton, 1111 Speight St..... | Rosebud, Texas. |
| Power, Charles Paul, 1007 S. 5th St..... | Cantrall, Ill. |
| Prade, Chancy Antonio, 417 N. 10th St..... | Waco, Texas. |
| Price, Maggie Ellen, (G.)..... | Stranger, “ |
| Pridgen, John Leslie, 1603 S. 4th St..... | Thomaston, “ |
| Primm, Clara, 613 Herring Ave..... | Waco, “ |
| Primm, Helen May, 613 Herring Ave..... | “ “ |
| Prince, W. H., 1417 S. 7th St..... | “ “ |
| Puckett, Dollie, (G.)..... | Canyon City, “ |
| Punchard, Joseph Floyd, 516 Speight St..... | Reisel, “ |
| Quindlen, M. A., (S. B.)..... | Ben Wheeler, “ |
| Randal, Etta, 714 S. 8th St..... | Waco, “ |
| Rankin, J. M., (S. B.)..... | Gause, “ |
| Rasor, Lucy, (G.)..... | Allen, “ |
| Ray, Eva, 1700 S. 8th St..... | Bates, “ |
| Reaves, J. B., (S. B.)..... | Waco, “ |
| Reaves, Mrs. J. B., (S. B.)..... | “ “ |
| Reese, C. D., (S. B.)..... | Shaw, “ |
| Reed, C. E., (S. B.)..... | Mt. Lebanon, “ |
| Renfroe, Carrie May, 520 Speight St..... | Waco, “ |
| Rexrode, William S., 1629 S. 4th St..... | Allen, “ |
| Reynolds, John Pitts, 1905 S. 5th St..... | Alvarado, “ |
| Richardson, J. B., (S. B.)..... | |
| Richardson, D. D., (S. B.)..... | Grand Saline, Texas. |
| Richardson, John K., 919 Speight St..... | Athens, “ |
| Richey, Harvey M., 1016 S. 4th St..... | Waco, “ |
| Riggle, Rebecca, (G.)..... | Manor, “ |
| Roberson, J. J., 716 Speight St..... | Tehuacana, “ |
| Roberts, Bruce, (S. B.)..... | Cotulla, “ |
| Roberts, Bertie, (S.)..... | Houston, “ |
| Robinson, Para Malinda, 701 S. 4th St..... | Eagle Springs, “ |
| Rogers, Alpha, (S.)..... | Mart, “ |
| Ross, C. C., (S.)..... | Waco, “ |
| Ross, Neville, 1425 Austin Ave..... | “ “ |
| Routh, Jonathan Nunnally, 1603 S. 4th St..... | Blanket, “ |
| Rowe, Mrs. J. F., (S. B.)..... | |
| Sallas, Joseph De Flurie, 531 S. 5th St..... | Lovelady, Texas. |
| Santry, Matthew Walter, 1626 S. 8th St..... | Kosse, “ |
| Schilling, Charles Arthur, 1506 S. 4th St..... | Smithbury, Miss. |

| | | |
|---|-------------------|---|
| Scofield, Willie, (G.)..... | Hillsboro, Texas. | |
| Scofield, Houston, 609 Dutton St..... | " | " |
| Sellers, Herbert Franklin, 715 Speight St..... | Hico, | " |
| Shankle, Willie Edward, 1530½ S. 5th St..... | Chilton, | " |
| Shead, Harvey Palmer, 800 S. 6th St..... | Elk, | " |
| Shelton, Claude White, 516 Speight St..... | Plano, | " |
| Shimmins, Eloise, 624 Dutton St..... | Galveston, | " |
| Shipman, S. H., (S. B.)..... | Tulia, | " |
| Simmonds, Daisy Lee, (G.)..... | Oenaville, | " |
| Simmons, Mrs. E. Z., (S. B.)..... | Lexington, | " |
| Simonds, James Persons, 531 S. 5th St..... | Kerens, | " |
| Sims, G. M., (S.) | Joshua, | " |
| Sims, James Napoleon, 1111 Speight St..... | " | " |
| Sims, Nora, 1111 Speight St..... | " | " |
| Skinner, Willie, (G.)..... | Clarendon, | " |
| Slaughter, Alexander Averill, 903 Speight St..... | Dallas, | " |
| Slaughter, C. C., Jr., 903 Speight St..... | " | " |
| Smith, R. A., (S. B.)..... | Crumby, | " |
| Smith, Mrs. H. F., (S. B.)..... | Waco, | " |
| Smith, J. C., (S. B.)..... | Bartlett, | " |
| Smith, Zack, 1629 S. 4th St..... | Anna, | " |
| Smith, Libbie, 1127 S. 5th St..... | Marlin, | " |
| Smith, James Thomas, 1728 Webster St..... | Springtown, | " |
| Smith, James Eclar, 1622 S. 2nd St..... | Franklin, | " |
| Solomon, Sadie E., (S. B.)..... | Pearsall, | " |
| Sorrells, Ellouise, (G.)..... | Royse City, | " |
| Speight, Jesse, 621 Speight St..... | Waco, | " |
| Speight, Ellen Carroll, 1130 Austin Ave..... | " | " |
| Standefor, Ethel, 1403 S. 9th St..... | " | " |
| Stanton, J. T., (S. B.)..... | Orange, | " |
| Starratt, F. A., (S. B.)..... | Pearsall, | " |
| Stephenson, Iona, (G.) | Kosse, | " |
| Still, Josie Le Grand, 1015 S. 8th St..... | Henderson, | " |
| Stiff, John, 919 Speight St..... | McKinney, | " |
| Stockton, Welborn, 1603 S. 4th St..... | Bartlett, | " |
| Stockton, Ada, (G.)..... | " | " |
| Stone, Rosa Helen, 1616 N. 6th St..... | Delia, | " |
| Stovall, J. A., (S. B.)..... | Lingleville, | " |
| Stribling, Mary, (G.)..... | Round Mt., | " |
| Stricklin, Marcey Leonidas, 607 Turner St..... | Russell, | " |
| Surratt, J. E., (S.)..... | Waco, | " |
| Surratt, Marguerite, (S.) | Waco, | " |
| Surratt, Odo, (S.) | " | " |
| Surratt, Pearl, 1127 S. 5th St | " | " |

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|---|----------------------|
| Swindell, Alvin, 531 S. 5th St | Kaufman, Texas. |
| Tabor, W. F., (S. B.)..... | Camp Colorado, “ |
| Talley, T. J., (S. B.)..... | Temple, “ |
| Talley, J. A., (S. B.)..... | Leesville, “ |
| Talley, Lewis Robert, 715 Speight St..... | Temple, “ |
| Talley, Joseph Barto, 715 Speight St..... | “ “ |
| Tanner, Mrs. M. B., (S. B.)..... | Waco, “ |
| Taylor, Eunice Irene, 1626 S. 8th St..... | Kosse, “ |
| Tedford, John Henry, 715 Speight St..... | Mt. Vernon, “ |
| Thomas, Sebe J., (S. B.)..... | Childress, “ |
| Thurman, Ora Owens, 516 Speight St..... | Olga, “ |
| Timmins, Robert Lewis, 609 Dutton St..... | Waxahachie, “ |
| Tirey, Everett Homer, 1726 S. 1st St..... | Boz, “ |
| Townsend, Mrs. Eli Moore, (S. B.)..... | Waco, “ |
| Trolinger, Jack, 919 Speight St. | San Antonio, “ |
| Turner, Sidney Clifton, 718 Elm St..... | Waco, “ |
| Vardiman, S. S., (S. B.)..... | Gatesville, “ |
| Vaughan, Ru, (S. B.)..... | |
| Vinson, J. H., (S. B.)..... | Sipe Springs, Texas. |
| Waggener, W. P., (S. B.)..... | Markley, “ |
| Walker, Mrs. Eliza, (S. B.)..... | Lorena, “ |
| Walker, J. L., (S. B.)..... | Waco, “ |
| Walker, Young Felton, 531 S. 5th St | Kosse, “ |
| Walker, Carrie Estelle, 1601 S. 8th St..... | Waco, “ |
| Wallace, Lee, 1802 S. 9th St..... | Hubbard, “ |
| Wallace, Lula Earle, 529 N. 9th St..... | Moody, “ |
| Walne, Walter Hillman, 531 S. 5th St..... | Lancaster, “ |
| Watts, James S., 1629 S. 4th St..... | Durham, Ark. |
| Wayman, James William, 1105 S. 5th St..... | Granger, Texas. |
| Weatherby, Oscar Marius, 1802 S. 9th St..... | Hubbard, “ |
| Weddington, Wesa, 22nd and Columbus Sts..... | Bryan, “ |
| Weeks, Lena, (G.)..... | Bellevue, “ |
| Weems, Callie, (S. B.)..... | |
| Wells, Dollie, 1626 S. 8th St..... | Laneville, “ |
| Wells, William Hubbard, 1626 S. 8th St..... | “ “ |
| Wemyss, Ruby, 1300 S. 8th St..... | “ “ |
| West, Ellison Penn, 516 Speight St..... | Waco, “ |
| West, Mrs. Lizzie, (S. B.)..... | “ “ |
| Westbrook, Vivian, P. O. Box 514 | “ “ |
| Wheeler, M. T., (S. B.)..... | Denton “ |
| Wheelis, Cora Lee, (G.)..... | Kirk, “ |
| Wheelis, Clarence Lucius, 516 Speight St..... | Paint Rock, “ |
| Whisenant, Wolford Henry, 1629 S. 4th St..... | Allen, “ |
| Whitener, Leona, (S.)..... | Hubbard, “ |

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| Whittenberg, Ellen, (S.)..... | Waco, | “ |
| Wilhite, James Smith, 531 S. 5th St..... | Carl, | “ |
| Wilhite, Willard Moses, 531 S. 5th St..... | “ | “ |
| Williams, J. S., (S. B.)..... | Emmett, | “ |
| Willis, Joseph S., 617 S. 4th St..... | Waco, | “ |
| Wilson, A. T., (S. B.)..... | Brownwood, | “ |
| Wilson, Maude Pearl, (G.)..... | Nash, | “ |
| Winn, Clyde Fleetwood, 531 S. 5th St..... | Waxahachie, | “ |
| Wofford, John Tyler, 717 Speight St..... | Cuero, | “ |
| Wofford, Josephine, (G.)..... | “ | “ |
| Wood, Ludie May, Ethel and 22nd St..... | Waco, | “ |
| Wood, Josh, 1417 S. 7th St..... | Hubbard, | “ |
| Woodruff, W. R., (S. B.)..... | Brownwood, | “ |
| Wray, Cudd Henderson, 1700 S. 8th St..... | Waco, | “ |
| Wright, Clinton Julius, 1008 S. 6th St..... | Mexia, | “ |
| Wright, Jennie, (S.)..... | Gatesville, | “ |
| Yager, Lula, (G.)..... | Lebanon, | “ |
| Yelvington, Ella, (S. B.)..... | Belton, | “ |
| York, Milton Garrett, 1113 Speight St..... | Giddings, | “ |
| Young, Wilber Penn, 1105 S. 5th St..... | Granger, | “ |
| Young, Walter Franklin, 1629 S. 4th St..... | Temple, | “ |
| Youngblood, C. J., (S. B.)..... | Tyler, | “ |
| Younger, Harold Cleveland, 919 Speight St..... | Whitesboro, | “ |

SUMMARY.

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| Graduate students..... | 18 |
| Undergraduates entered this term | 392 |
| Students in Summer Session | 63 |
| Students in Summer Bible School..... | 346 |
| <hr/> | |
| Total number students entered | 819 |
| Deduct names inserted twice..... | 65 |
| <hr/> | |
| Grand total..... | 752 |

Calendar for 1900-1901.

Entrance Examination and Matriculation, Saturday and Monday, September 1 and 3, 1900.

Annual Session Opens Tuesday, September 4, 1900.

Thanksgiving Day, a Holiday, Thursday, November 29, 1900.

Christmas Recess, December 22, 1900-January 1, 1901, inclusive.

Degraffenreid Medal Contest, Saturday, January 6, 1901.

Fall Term Examinations, January 14-18, inclusive.

Classification for Spring Term and Matriculation of incoming students, Monday, January 21, 1901.

Recitations begin Tuesday, January 22, 1901.

Washington's Birthday, a Holiday, Friday, February 22, 1901.

Last day of submitting manuscripts for Preliminary State Oratorical Contest, Friday, March 1, 1901.

San Jacinto Day, Sunday, April 21, 1901; Monday, 22, a Holiday.

Last day for Seniors to submit Orations and Essays for Graduation, Tuesday, May 14, 1901.

Spring Term Examinations, May 27-31, inclusive, 1901.

Competitive Examination for Freshman Scholarship, Thursday and Friday, May 2 and 3, 1901.

Commencement Exercises, Friday, May 31, -Wednesday, June 5, 1901.

Annual meetings of Alumni Association, Tuesday and Wednesday, June 4 and 5, 1901.

Summer Term begins Thursday, June 6, 1901.

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H. H. GODBER,
PRESIDENT AND MGR.

E. ROTAN,
VICE-PRESIDENT.

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SECRETARY.

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
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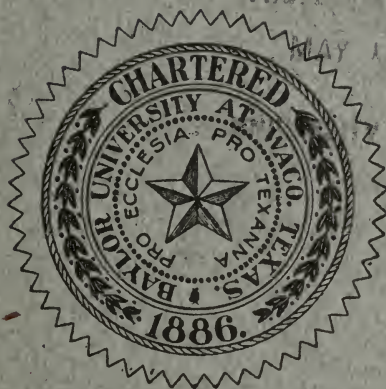
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1901/02
Vol. V.

BAYLOR UNIVERSITY BULLETIN

No. 3.

BAYLOR UNIVERSITY



THE CATALOGUE

1901-1902.

ANNOUNCEMENTS

1902-1903.

BAYLOR UNIVERSITY BULLETIN VOL. V. Nos. 3-4

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THE CATALOGUE

1901-1902.

ANNOUNCEMENTS

1902-1903.

CALENDAR.

1902.

| | |
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| <i>August 30, September 1.</i> | <i>Saturday and Monday.</i> Entrance Examinations and Matriculation. |
| <i>September 2.</i> | <i>Tuesday.</i> Annual Session opens. |
| <i>November 27.</i> | <i>Thursday.</i> Thanksgiving Day. |
| <i>December 20</i> | <i>Saturday.</i> Christmas Recess begins. |
| <i>December 29.</i> | <i>Monday.</i> Christmas Recess ends. |

1903.

| | |
|-----------------------|--|
| <i>January 3.</i> | <i>Saturday.</i> DeGraffenreid Medal Contest. |
| <i>January 12-16.</i> | <i>Monday to Friday.</i> Fall Term Examinations. |
| <i>January 19.</i> | <i>Monday.</i> Classification for Spring Term. Matriculation. |
| <i>January 20.</i> | <i>Tuesday.</i> Spring Term opens. |
| <i>February 22.</i> | <i>Thursday.</i> Washington's Birthday. |
| <i>February 27.</i> | <i>Friday.</i> Last day for submitting manuscripts for Preliminary State Oratorical Contest. |
| <i>April 21.</i> | San Jacinto Day. |
| <i>May 12.</i> | <i>Tuesday.</i> Last Day for Seniors to Submit Orations and Essays for Graduation. |
| <i>May 25-29.</i> | <i>Monday and Friday.</i> Spring Term Examinations. |
| <i>May 29-June 3.</i> | <i>Wednesday—Friday.</i> Commencement Exercises. |

BAYLOR UNIVERSITY.

Foundation and Historical Sketch.

Baylor University, chartered under the laws of the Republic of Texas, owes its foundation to a movement begun by the Texas Union Baptist Association, which, in 1842, resolved to found in Texas a Baptist University. Among the leaders in this movement were Rev. Wm. M. Tryon, Rev. James Huckings, and Hon. R. E. B. Baylor, who, together with others, organized themselves into a body known as the Texas Baptist Education Society.

BAYLOR UNIVERSITY AT INDEPENDENCE —The charter for the University was obtained from the Republic of Texas on the 13th of February 1845; the preparatory department, with Professor Henry F. Gillette as Principal, was opened the same year, at the town of Independence; and in 1847, Rev. Henry L. Graves, D. D. LL. D., was elected President of the now flourishing school.

In 1848 the institution was placed under the control of the Baptist State Convention, which was organized in that year, and Dr. Graves was retained as President. In 1851, Dr. Graves was succeeded in the presidency by Rev. Rufus C. Burleson, D. D., LL. D., and the University now entered upon a season of prosperity, adding in that year a Department of Law.

In 1861, Dr. Burleson having resigned, Rev. Geo. W. Baines, Sr., served as President for one year, and was

succeeded by Rev. Wm. Carey Crane, D. D., LL. D. In 1885, Dr. Crane was succeeded by Rev. Reddin Andrews, D. D.

WACO UNIVERSITY.—In the meantime Dr. Burleson, having removed to Waco, established in the same year of his resignation as President of Baylor University at Independence Waco University, under the direction of the Trinity River Association. In 1868, this association having been merged in the Baptist General Association, Waco University passed under the control of this new organization.

BAYLOR UNIVERSITY AT WACO.—In 1886, the situation with regard to Baptist education in Texas was as follows: Waco University, under the direction of the Baptist General Association, was in a flourishing condition; while Baylor University at Independence, under the direction of the Baptist State Convention, was in a state of decline. The result was that Baylor University at Independence and Waco University were united under the name of "Baylor University at Waco," and, the two general organizations of the denomination being consolidated under the name of "The Baptist General Convention of Texas," that Baylor University was placed under the control of this body.

The Educational Commission.

The Texas Baptist Educational Commission, one of the most far-reaching movements for Baptist Education in Texas, was inaugurated at the meeting of the Baptist General Convention of Texas held at San Antonio in the fall of 1897. This convention,

looking to the correlation and equipment of the Baptist schools of Texas, provided for an Educational Commission. This commission made its first report at the meeting of the convention at Waco in the fall of 1893. By the terms of affiliation with other Baptist institutions, Baylor University is made the head of the system of Baptist colleges and academies in Texas. Through this commission, from 1898 to 1902, about four hundred thousand dollars has been contributed for the equipment and endowment of the various institutions in the system.

Location.

The University is situated at Waco, the county seat of McLennan county, near the center of the population of the State. The city of Waco is located in the heart of a fertile territory, has a population of about 25,000, and is reached by six important lines of railway. On account of its central position, its supply of pure artesian water, its general healthfulness, and its social, educational, and religious advantages, the location of the University is believed to be unsurpassed in the State.

Equipment.

The University Campus, on which the main buildings and the young ladies' dormitory are situated, contains twenty-four acres of land, affording ample grounds for buildings and for all sorts of physical recreation and athletic sports. The University owns, near the center of the city, another campus containing two acres, on which are situated the dormitories for young men. The University has seven buildings.

The Main Building, a three-story brick structure, contains fourteen lecture rooms, and, at present, the University and the three young men's society libraries, and the offices of the President and the Registrar.

The Burleson Hall, the dormitory for young ladies, a three-story brick structure, contains accommodation for one hundred and twenty-five students, besides the apartments of the Superintendent and the reading rooms and parlors.

The Burleson Dining Hall, a two-story brick structure, contains a dining hall with a seating capacity for two hundred persons, and sixteen rooms furnished with pianos for practice in music.

The Houston Hall, a two-story brick dormitory for young men, contains twenty-six rooms, and a dining hall, a reading room, and the apartments of the Superintendent.

The Cowden Hall, a two-story brick dormitory for young men, contains twenty-four rooms.

The Geo. W. Carroll Science Hall, the gift of Mr. Geo. W. Carroll, an elegant building in course of construction, will contain, when completed, about forty lecture rooms and laboratories, and the offices of the President and the Registrar. It is being erected of brick and stone on a plan of three stories and a basement, and will cost \$75,000.

The F. L. Carroll Chapel and Library, the gift of Mr. Frank L. Carroll, a magnificent two-story edifice now in course of construction, will contain on the first floor a number of reading rooms and shelves and stacks sufficient for the storing of 200,000 volumes, and on the

second floor the University chapel, with seats for 2700 persons. It is being built of stone and brick and will cost \$75,000.

Co-Education.

Baylor University has long been committed to co-education. Under the administration of President Burleson, women were admitted to Waco University on equal terms with men from the time of its foundation; and when Baylor University at Independence was merged with Waco University co-education was continued as the policy of the institution. This policy has been fully justified by experience. Students of both sexes meet together in the class-room and in the chapel. They have, however, separate rooms for study, separate grounds for exercise, and board in separate buildings.

Religious Training.

Baylor University, fostered by the Baptists of Texas, is distinctively an institution for Christian education. It holds the Bible to be the authoritative revelation of the Divine Will and accepts it as the basis of religion and morality. It therefore gives the Bible an important place in the curriculum and in the class-room.

Chapel Services, consisting of the reading of the scriptures, singing, and prayer, are held every morning at nine o'clock. Attendance at these services is required of all students, except those specially excused. Students are expected to attend church on Sunday, and are encouraged to attend the church designated by their parents. Young ladies boarding in Burleson Hall

attend the First Baptist church, if no other church is designated by their parents.

The Students' Prayer-meeting is held in the University Chapel every Friday night. A permanent organization has been effected under the name of the Students' Christian Association, which has regular meetings for prayer, song, and in the interest of missions. All students are urged to become members of the Students' Christian Association, to attend its meetings, and to enter fully into the religious life of the University. Preaching, conducted by ministerial students, is held in the University Chapel every Sunday night.

The Workers' Band, consisting of about seventy-five members organized for deeper consecration and practical Christian work, meets for thirty-five minutes each Tuesday afternoon in the Adelphian Hall. Under its auspices Gospel services are maintained on the city square, in the county jail, and in other places in and near Waco.

The Foreign Mission Band is an organization of students who intend to devote themselves to the work of foreign missions. During the session of 1900-1901, no less than seventy-five students signified their intention to offer themselves for work in foreign fields. Meetings are held once a week for the special study of missions and for the dissemination of the missionary spirit throughout the University.

Revival Meetings, lasting usually about two weeks, are held in the University each year. The majority of the students are Christians, many are active workers, and a large number are converted in the course of the year.

HISTORICAL CHART.

PRESIDENTS.

| | | |
|--|--------|---|
| | 1845 | |
| Rev. H. L. Graves, D. D., LL. D. | — | Baylor University at Independence founded, — 1848 Baptist State Convention organized. |
| Rev. R. C. Burleson, D. D., LL. D. | — 1851 | |
| Rev. G. W. Baines, Sr. | — 1861 | |
| Rev. Wm. Carey Crane, D. D., LL. D. | — 1862 | 1861 Waco University founded President, Rev. R. C. Burleson, D. D., LL. D. |
| | | 1868— Baptist General Association organized. |
| Rev. R. Andrews, D. D. | — 1885 | |
| | | 1886 |
| Rev. R. C. Burleson, D. D., LL. D. | | Baylor University at Waco placed under the control of the Consolidated Baptist General Convention of Texas. |
| J. C. Lattimore, M. S., Chairman Faculty | — 1897 | |
| Oscar H. Cooper, LL. D. | — 1899 | |
| S. Palmer Brooks, A. M. | — 1902 | |

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LL. D., Southwestern Baptist University, 1883; D. D., Mercer
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THE COLLEGE.

Requirements for Admission.

Candidates for admission into the Freshman Class are admitted by examination or by certificate. Examinations for admission are held the last week-day in August and the first week-day in September.

Students holding certificates of graduation from the Academy of Baylor University are admitted into the Freshman Class without examination.

Students holding certificates of graduation from an academy or college correlated with Baylor University under the plan of the Educational Commission are admitted, without examination, according to the terms prescribed by the Educational Commission.

Students holding certificates of graduation from affiliated high schools and academies are admitted, without examination, to the standing to which they are entitled under the terms of affiliation.

All certificates of work accomplished at correlated or affiliated institutions must be deposited with the President of the University and duly approved before such work can be officially recognized.

Examination for Admission into the Freshman Class.

Candidates for admission into the Freshman Class not holding a certificate of graduation from the Academy of Baylor University or from a correlated or affiliated school, will be examined in English, Latin, Greek, Math-

ematics, History, Science, and German, according to the requirements for graduation from Baylor University Academy. (See list of studies required in the Academy for the senior year).

Admission to Advanced Standing.

Candidates for advanced standing may be admitted by examination upon the studies required for admission and those for which they seek credit, or by other satisfactory evidence that they have successfully performed the work in these studies. Each case is decided upon its merits.

Correlated Baptist Schools and Colleges.

By the terms of the Educational Commission the following institutions are permanently correlated with Baylor University: Baylor Female College, Howard Payne College, Decatur College, Burleson College, and East Texas Baptist Institute. Graduates of these institutions are admitted without examination, according to the terms of correlation. The plan of correlation is embodied in the following sections from the constitution of the Educational Commission:

“1. Each of the affiliated schools shall maintain in all its courses of study a standard of scholarship equivalent to that maintained by the University for the same course.

“2. Baylor Female College shall be equipped to do full college work and confer all the usual Bachelor and Master degrees. Its point of affiliation with the University shall be in the Post Graduate degrees.

“3. The other schools of the system shall be equipped to extend their work, if need be, over the course covered by the Sophomore Class in the University.

“4. The Diplomas or certificates of Baylor College and the other schools shall be accepted by the University without examination, to the extent of affiliated work provided for.

“5. The unity of grading the several courses shall be the University Curriculum, and where the work is classed as equivalent and not identical, and the University and the affiliated schools shall fail to agree thereon, then this Commission, if existing, or if not existing, some other authority to be appointed by the Convention, shall decide.

“6. That no school in this system shall be prevented from teaching any branch or branches required for a permanent State Teacher's Certificate, or such branches as bookkeeping, shorthand and typewriting, which are required to meet the demands of said schools.

Affiliated High Schools and Academies.

Relations of affiliation have been established with the following high schools and academies. Their graduates are admitted upon certificate to the standing to which they are entitled by the terms of affiliation.

| | |
|------------------------|--------------------------|
| Abilene High School, | Beaumont High School, |
| Belton High School, | Bowie High School, |
| Bruce Academy, Athens, | Clarksville High School, |
| Texas, | Cleburne High School, |
| Dallas High School, | Denison High School, |
| Denton High School, | Dublin High School, |

| | |
|--|--|
| Edna High School, Edna, Texas, | Elmwood Institute, Celeste, Texas, |
| Ennis High School, | Fort Worth High School, |
| Granbury Institute, Gran- bury, Texas, | Flatonia Institute, Flatonia, Texas, |
| Gainesville High School, | Ball High School, |
| Gatesville High School, | Gonzales High School, |
| Graham High School, | Greenville High School, |
| Hempstead High School, | Henderson High School, |
| Hillsboro High School, | Honey Grove High School, |
| Houston High School, | Jacksboro High School, |
| Kaufman High School, | Lewis Academy, Forney, Texas. |
| Madison Academy, Madi- sonville, Texas. | Marshall High School, |
| Orange High School, | Palestine High School, |
| Paris High School, | Patterson Institute, Hills- boro, Texas, |
| Plano High School, | |
| Summer Hill Select School, Omen, Texas, | San Antonio Academy, Terrell High School, |
| Temple High School, | Thomas Arnold High School, |
| Texarkana High School, | Tyler High School, |
| Taylor High School, | Waco High School, |
| Uvalde High School, | West Texas Academy, |
| West Paris Academy, Paris, | Whitney High School, |
| Willie Denton College, Joshua, Texas. | |

The form of application for affiliation will be sent on application to the Registrar, Mr. Eugene Wood.

Matriculation.

Students are expected to report to the President promptly on arriving in Waco.

The order of matriculation is as follows:

(1) Presentation to the President of a certificate of character and of standing in school last attended.

(2) Examination (not required of those who bring certificates from correlated or affiliated schools) and classification.

(3) Payment to the Treasurer of the matriculation fee, the incidental fee for one term, and the tuition fee for the first quarter.

(4) Registration and issuance of matriculation card. This card is necessary to gain admission to any class.

REQUIREMENTS FOR GRADUATION.

The College offers courses of instruction leading to the degrees of Bachelor of Arts, (A. B.), Bachelor of Science, (B. S.), Bachelor of Philosophy, (Ph. B.), and Bachelor of Letters, (B. L.) The period of study required for each degree is four years. For graduation with a baccalaureate degree forty-two full courses or their equivalent are required—a full course being a study that requires three hours of class-room work a week for twenty weeks. Studies that require less than three hours of class-room work a week are termed one-third and two-third courses, according to the number of hours required, and are counted accordingly toward graduation. Of the forty-two full courses required for graduation, twenty-eight are prescribed by the Faculty; fourteen are elected by the student, subject to the approval of the Faculty, from the studies offered in the various departments of instruction. The following groups of studies set forth the character of the work required for each degree:

FOR THE DEGREE OF BACHELOR OF ARTS.

Classic Languages—Eleven courses in Latin and Greek, not less than five in either subject.

Mathematics—Three courses.

Natural Science—Three courses.

English—Four courses.

History and Economics—Three courses.

Philosophy—Four courses.

Elective—Fourteen courses.

FOR THE DEGREE OF BACHELOR OF SCIENCE.

Mathematics and Natural Science—Eleven courses, not less than five in either subject.

Latin—Two courses.

English—Four courses.

History and Economics—Three courses.

Philosophy—Four courses.

Modern Languages—Four courses, two of which must be in German.

Elective—Fourteen courses.

FOR THE DEGREE OF BACHELOR OF PHILOSOPHY.

Philosophy, History, and Economics—Eleven courses, not less than five in each subject.

Latin—Three courses.

Mathematics—Three courses.

Natural Science—Three courses.

English—Four courses.

Modern Languages—Four courses, two of which must be in German.

Elective—Fourteen courses.

FOR THE DEGREE OF BACHELOR OF LETTERS.

English and Fine Arts—Eleven courses, not less than five in either subject.

Mathematics—Two courses.

Natural Science—Three courses.

German (or Latin)—Three courses.

French—Two courses.

Economics and History—Four courses.

Philosophy—Three courses.

Elective—Fourteen courses, not more than seven in Fine Arts.

Schedule of Prescribed Studies.

The studies of the Freshman year, limited to fifteen hours a week, are all prescribed. In the Sophomore, Junior, and Senior years some of the studies are prescribed and others are elective. In no case may a student take less than twelve hours a week nor more than sixteen, except by special permission of the Faculty. The following tabular view will show the prescribed courses and the number of hours for elective courses for each degree.

| A. B. DEGREE | B. S. DEGREE | PH. B. DEGREE | B. L. DEGREE |
|--------------|--------------|---------------|--------------|
|--------------|--------------|---------------|--------------|

FRESHMAN YEAR.

FALL TERM.

| | | | |
|-------------------|-------------------|-------------------|-------------------|
| Latin A. 3 | Latin A. 3 | Latin A. 3 | Latin A or |
| English A. 3 | English A. 3 | English A. 3 | German A. 3 |
| Greek A. 3 | Mathematics | Mathematics | English A. 3 |
| Mathematics | B. 3 | A. 3 | Math. A. 3 |
| A. 3 | German A. 3 | German A. 3 | History A. 3 |
| History A. 3 | History A. 3 | History A. 3 | Fine Arts. 3 |

SPRING TERM.

| | | | |
|-------------------|-------------------|-------------------|-------------------|
| Latin B. 3 | Latin B. 3 | Latin B. 3 | Latin B or |
| English B. 3 | English B. 3 | English B. 3 | German B. 3 |
| Mathematics | Mathematics | Mathematics | English B. 3 |
| B. 3 | C. 3 | B. 3 | Math. B. 3 |
| Greek B. 3 | German B. 3 | German B. 3 | History B. 3 |
| History B. 3 | History B. 3 | History B. 3 | Fine Arts. 3 |

SOPHOMORE YEAR.

FALL TERM.

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Latin C. 3 | English C. 3 | Latin C. 3 | Latin C. 3 |
| English C. 3 | Mathematics | English C. 3 | English C. 3 |
| Mathematics | F. 3 | Mathematics | German C or |
| C. 3 | German C or | C. 3 | French A. 3 |
| Greek C. 3 | French A. 3 | History C. 2 | Fine Arts. 3 |
| <i>Electives</i> 4 | Chemistry A. 3 | German C or | <i>Electives</i> 4 |
| | <i>Electives</i> 4 | French A. 3 | |
| | | <i>Electives</i> 2 | |

| A. B. DEGREE | B. S. DEGREE | PH. B. DEGREE | B. L. DEGREE |
|--------------|--------------|---------------|--------------|
|--------------|--------------|---------------|--------------|

SPRING TERM.

| | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|
| Latin D3 | Mathematics | German D or | English D3 |
| Greek D3 | G3 | French B3 | Chemistry A 3 |
| Chemistry A 3 | German D or | Chemistry A 3 | German D or |
| Physics A3 | French B3 | Physics A3 | French B3 |
| <i>Electives</i>4 | Chemistry E 3 | Philosophy B 3 | Fine Arts3 |
| | Physics A3 | <i>Electives</i>4 | <i>Electives</i>4 |
| | <i>Electives</i>4 | | |

JUNIOR YEAR.

FALL TERM.

| | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|
| Philosophy | Philosophy | Philosophy | Philosophy |
| A3 | A3 | A3 | A3 |
| Economics A 3 | Economics A 3 | Economics A 3 | Economics A 3 |
| Latin E or | Mathematics | History D2 | Fine Arts3 |
| Greek E3 | H3 | <i>Electives</i>8 | <i>Electives</i>7 |
| <i>Electives</i>7 | <i>Electives</i>7 | | |

SPRING TERM.

| | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|
| Philosophy | Philosophy | Philosophy | Botany A or |
| B3 | B3 | E3 | Geology A3 |
| English D3 | English D3 | English D3 | Philosophy |
| Geology A3 | Geology A3 | Geology A3 | H3 |
| <i>Electives</i>7 | <i>Electives</i>7 | <i>Electives</i>7 | Fine Arts3 |
| | | | <i>Electives</i>7 |

SENIOR YEAR.

FALL TERM.

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Philosophy | Philosophy | Philosophy | Philosophy |
| C3 | C3 | C3 | C3 |
| <i>Electives</i>13 | <i>Electives</i>13 | <i>Electives</i>13 | <i>Electives</i>13 |

SPRING TERM.

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Philosophy | Philosophy | Philosophy | Philosophy |
| D3 | D3 | D3 | D3 |
| <i>Electives</i>13 | <i>Electives</i>13 | <i>Electives</i>13 | <i>Electives</i>13 |

The letters A, B, etc., refer to courses thus designated and described under the several departments. The figures indicate the number of hours of recitation a week.

Requirements for Higher Degrees.

The University offers the Degrees of Master of Arts (A. M.), Master of Science, (M. S.), and Master of Philosophy, (Ph. M.), upon the following conditions:

1. The candidate must have received the corresponding Bachelor's degree from Baylor University, or from some other institution of high grade, in which latter case his Bachelor's course, if not equivalent to that of the University, shall have been made so by additional work.

2. He must have spent thereafter one year of graduate study in the University, or two years in some other institution of high grade, or two years pursuing studies by correspondence in the Correspondence Department of the University.

3. He must have successfully completed, according to the preceding section, at least ten courses, selected with the approval of the Faculty, not less than five nor more than seven of which shall be in his principal department, and the others in not more than two other departments; provided: (1) That not more than two prescribed courses below the Junior year shall be elected; (2) That his principal work shall not be in Mathematics or Science if he is a candidate for the A. M. degree, nor in Greek, Latin or English if a candidate for the M. S. degree; (3) That he has stood a written examination at the University, unless otherwise specially ordered, upon all the courses offered, making an average grade of at least 80 per cent. upon all and not less than 75 per cent. upon any study.

4. He must have presented to the head of his principal department, at least thirty days before the day of graduation, a satisfactory thesis in type-written or printed copy, upon an approved theme connected with his studies in this department. The thesis, upon being accepted, shall become the property of the University.

The fees for tuition and graduation are the same as in a course for the Bachelor's degree.

DEPARTMENTS OF INSTRUCTION.

Biology and Géology.

PROFESSOR CHARLTON.

ZOOLOGY.

(A) *Invertebrate Zoology.* With laboratory work. Full course. Fall term.

(B) *Vertebrate Zoology.* With laboratory work. Full course. Spring term.

(C) *Mammalian Anatomy.* With lectures. Two-thirds course. Fall term.

BOTANY.

(A) *Elementary Botany.* With laboratory work on the flowering plants and lectures on the physiology of plants. Full course. Spring term. Prescribed, as an alternative with Geology A, for Juniors who are candidates for the B. L. degree.

(B) *Ecology.* A study of plant relations and their distribution in societies. The effects of various ecologic factors, such as heat, light, water and soil, in modifying the structure and habits of plants are discussed in lectures and investigated in laboratory and field work. Full course. Fall term.

(C) *Cryptogamic Botany.* A course of lectures on the flowerless plants, with laboratory work on Algae, Fungi and Mosses. Full course. Spring term.

PHYSIOLOGY.

(A) *Human Physiology.* With considerable laboratory work. Full course. Fall term.

GEOLOGY.

(A) *A General Course in Geology.* Including Dynamical, Structural, and Historical Geology. A special subject is assigned to each member of the class for investigation. Text: Scott's *Introduction*. Full course. Spring term. Prescribed for Juniors.

GEOGRAPHY.

(A) *Twenty Lectures on Geography.* Elective for collegiate students. Reference to a good text-book required. One-third course. Fall term.

(B) *An advanced course in Physical Geography or Physiography.* A study of "the physical environment of man in an explanatory rather than in a descriptive way." The course includes the study of: (1) The earth as a planet. (2) The atmosphere. (3) The ocean. (4) The evolution of land forms. (5) The relation of man's physical environment to his habits and occupations. Fall term. This course is offered by informal correspondence.

LABORATORY WORK.

Two hours of laboratory work are required as the equivalent of one recitation.

In both Zoology and Botany use is made of compound microscopes, and full notes and detailed drawings are required. Ample facilities are offered for the complete dissection of plants and typical animals, such as the cat, the pigeon, the turtle, and the starfish.

The staining and sectioning of tissues and the preparation of permanent mounts for microscopic study are made a part of the work.

The collections in the museum are an important aid in the teaching of Biology and Geology.

Chemistry and Physics.

PROFESSOR REID.

(A) *Inorganic Chemistry.* The principal chemical theories; chemistry of the non-metals, chemistry of the metals, the periodic system. The course consists of lectures, illustrated by experiments, and recitation on the lectures and assigned portions of the text-book. Text: Remsen's *Chemistry, Briefer Course*. Full course. Fall and Spring terms. Prescribed for Sophomores.

(B) *Laboratory Work.* To be taken with course (A). The time, six hours a week, is spent in the laboratory, and the aim is to enable the student to become personally acquainted with chemicals and with chemical methods. Remsen's *Laboratory Experiments*. Full course. Fall and Spring terms. Prescribed for Sophomores.

(C) *Organic Chemistry.* A study of the more important compounds of carbon. Compounds of the fatty series are first studied and then those of the aromatic and allied cyclic series. Remsen's *Organic Chemistry*. Full course. Spring term.

(D) *Inorganic Chemistry.* The same subjects are taken up as in course (A), but in a more advanced manner. Modern theories of chemistry are treated as fully as the time permits. Prerequisites: Chemistry (A) and (B). Full course. Fall term.

(E) *Qualitative Analysis.* After a preliminary review of the reactions on which qualitative analysis depends, numerous unknown solutions are given to be examined for bases and then for acids, concluding with the examination of a few simple materials. The time is six hours a week, spent in the laboratory. Prerequisites:

Chemistry (A) and (B). Full course. Fall and Spring terms. Prescribed for Sophomores who are candidates for the B. S. degree.

(F) *Advanced Qualitative Analysis*. Continued work in qualitative analysis with the separation of more difficult mixtures and the examination of more complex minerals. Some blow-pipe work will be done. Prerequisites: Courses (A), (B), and (E). Full course. Fall term.

(G) *Laboratory Work in Organic Chemistry*. Preparation and study of the simpler organic compounds. Prerequisites, courses (A), (B), and (E). This course should be taken with (C). Full course. Spring term. Not offered in 1901-1902.

(H) *Quantitative Analysis*. To be offered in 1902-1903.

LABORATORY FEES.

The laboratory fee in each of the laboratory courses in Chemistry, namely (B), (E), (F), and (G), is five dollars. These fees cover the cost of the common chemicals and materials; the breaking of more expensive chemicals and apparatus will be charged to the student.

The present chemical laboratory is supplied with tables, water, gas, and sufficient apparatus and chemicals for the use of students in general chemistry and qualitative analysis.

Physics.

(A) *General Physics*. A somewhat mathematical treatment of the laws of physics, mechanics, and heat. As preparation trigonometry is required and analytical geometry much needed. Hastings and Beach's *General Physics*. Full course. Spring term. Prescribed for Sophomores.

(B) *A continuation of course (A)*. Light, Electricity, Magnetism. As in course (A), the instruction is by lecture and recitation based on the text, together with written problems and test exercises. Full course. Fall term.

A considerable enlargement of the Physics department, with the offering of new courses, particularly in laboratory work, will be made as soon as the facilities offered by the new building can be utilized.

Economics and Political Science.

PROFESSOR HAMILTON.

(A) *Political Economy*. A study of the relations between private property and public welfare—of the problems that have developed in modern business life as seen in the light of economic laws. Except by permission of the instructor, open only to Juniors and Seniors.. Text: Hadley's *Economics*. Full course. Fall term. Prescribed for Juniors.

(B) *History and Theory of Banking*. Prerequisite: Course A. This course is intended to acquaint the student with the financial history of the United States. A study of state and national banks; a review of financial panics as related to banking. Text: *Dunbar*. Two-thirds course. Spring term.

(C) *Jurisprudence*. A study of the wants for the supply of which laws have been invented, and of the manner in which those laws have been satisfied, irrespective of their historical or geographical distribution. Of special interest to prospective students of law. Text: *Holland*. Full course. Fall term.

(D) *Constitutional and Political History of the United States*. A study of the events and the public action which have shaped the text of the Constitution of the United States, and of those which should be regarded in its interpretation. Text: *Curtis*. Full course. Spring term.

(E) *Social Science*. An elementary study of society, the origin of civilization, and the growth of social institutions. Open to Juniors and Seniors only. Text: *Small and Vincent*. Full course. Fall term.

(F) *Constitutional Government*. A study of American Government, State and Federal. Full course. Not offered 1902-3, but alternating with course (G) thereafter.

(G) *The English Constitution*. The English Government as practically operated; studied in the light of English history. Text: *Macy*. Full course. Spring term.

(H) *Public Finance*. Prerequisite: Course (A.) A study of the economic features of public expenditure, of the justification and measure of taxation, of the character of each kind of public debt, and of financial administration in the United States. Two-thirds course. Not offered in 1902-3, but alternating with course (B) thereafter.

English Language and Literature.

PROFESSOR RITCHIE.

The three objects aimed at in the Department of English are:

- I. Proficiency in English Composition.
- II. A general acquaintance with English Literature.
- III. A knowledge of the origin and development of the English Language and Literature.

I. ENGLISH COMPOSITION.

(A) *Rhetoric and English Composition.* Lectures, recitations, the writing of short themes, and the criticism and correction of themes read in the class-room. Text: A. S. Hill's *Principles of Rhetoric*. Full course. Fall term. Prescribed for Freshmen.

(B) *Rhetoric and English Composition.* A continuation of Course (A), combined with the study of masterpieces of English prose style. Text-book: Genung's *Working Principles of Rhetoric*. Full course. Spring term. Prescribed for Freshmen.

(D) *English Composition.* Text-book: Wendell's *English Composition*. Lectures and recitations on the principles of composition as outlined in the text-book; the writing of short themes in criticism of masterpieces of English prose style, and longer themes in the various forms of writing, such as Exposition, Narration, Description, Argument, and Criticism. Full course. Spring term. Prescribed for all candidates for degrees.

(R) *Argumentation.* See course (G) under the department of Oratory.

II. ENGLISH LITERATURE.

(C) *English Literature*. An introductory course in the history and development of English Literature in outline. Stopford Brooke's *History of English Literature* will be used for dates and general outline. Lectures, recitations, prescribed reading, and written reports. Full course. Fall term. Prescribed for Sophomores.

(E) *English Literature*. From the time of Dryden to the time of Wordsworth. Among the writers studied in the first part of the course are Dryden, Defoe, Swift, Addison, Steele, and Pope; in the second part, Johnson, Burke, Goldsmith, Gray, Cowper, and Burns. Lectures, recitations, prescribed reading, and written reports. Full course. Fall term. (Omitted in 1902-3; given in 1903-4).

(F) *English Poetry of the Nineteenth Century*. Among the writers studied in this course are Wordsworth, Coleridge, Keats, Shelley, Byron, Scott, Arnold, and Tennyson. Lectures, recitations, prescribed reading, and written reports. Two-thirds course. Spring term. (Omitted in 1902-3; given in 1903-4.)

(G) *English Prose of the Nineteenth Century*. Among the writers studied in this course are Charles Lamb, De Quincey, Scott, Carlyle, Macaulay, Ruskin, Arnold, Dickens, Thackeray, and George Eliot. Lectures, recitations, prescribed readings, and written reports. Two-thirds course. Fall term. (Given in 1902-3; omitted in 1903-4.)

(H) *American Literature*. Among the writers studied in the first part of this course are Jonathan Edwards, Benjamin Franklin, Cooper, Irving, Bryant, and Poe; in the second part, Emerson, Longfellow, Whittier,

Hawthorne, Lowell, Holmes, Lanier, and a few writers of the present time. Chief stress is laid on the writers of the nineteenth century. Lectures, recitations, prescribed reading, and written reports. Full course Spring term. (Given in 1902-3; omitted in 1903-4.)

III. ENGLISH LANGUAGE AND LITERATURE.

(K) *Anglo-Saxon*. Grammar, translation, and comparison of Anglo-Saxon forms with their corresponding ultimate forms in modern English. Text-books: Bright's *Anglo-Saxon Reader* and Lounsbury's *History of the English Language*. Full course. Fall term. (Omitted in 1902-3; given in 1903-4.)

(L) *Chaucer and Spenser*. In the first half of the course are read, with due attention to grammar and metre, a number of Chaucer's *Canterbury Tales*; in the second half, a large portion of Spenser's *Faerie Queene* and his *Shepherd's Calendar*. Full course. Spring term. (Omitted in 1902-3; given in 1903-4)

(M) *Shakspeare*. In the first half of the course are read, with due attention to text and Elizabethan grammar and usage, two of Shakspeare's comedies; and in the second half two of his histories. Text-books: Rolfe's edition of plays and Dowden's *Shakspeare*. Full course. Fall term.

(N) *Shakspeare and Milton*. In the first half of the course are read two of Shakspeare's tragedies; in the second half, the first three books of *Paradise Lost*. Full course. Spring term.

German and Romance Languages.

MR. RAY.

GERMAN.

German I. An elementary course. Harris's German Lessons with reader. Written and oral exercises. Five hours a week. Fall term. Elective to candidates for the A. B. degree; required for admission in other courses.

German II. A continuation of German I. Five hours a week. Spring term.

German A. A course in reading and composition. Storm's Immensee, Schiller's Der Neffe als Onkel, Freytag's Die Journalisten. Joynes-Meissner's Grammar. Full course. Fall term. Prescribed for all Freshmen except those who are candidates for the A. B. degree.

German B. A continuation of German A. Goethe's Hermann and Dorothea, Lessing's Minna von Barnhelm. Harris's German Composition. Full course. Spring term. Prescribed for Freshman as course A.

German C. A course in German Literature. Selected works of Lessing and Goethe. Moore's German Literature. Full course. Fall term. Prescribed, as an alternative with French A., for all Sophomores except those who are candidates for the A. B. degree.

German D. A continuation of German C. Selected dramas of Schiller, Kleist, Grillparzer, Klenze's Deutsche Gedichte. Moore's German Literature. Full course. Spring term. Prescribed, as an alternative with French B., for all Sophomores except those who are candidates for the A. B. degree.

FRENCH.

French A. An elementary course. Aldrich and Foster's *Foundations of French* with reader. Written and oral exercises. Full course. Fall term. Prescribed, as an alternative with German C, for all Sophomores except those who are candidates for the A. B. degree.

French B. A continuation of French A. Reading of short stories and exercises in composition. Full course. Spring term. Prescribed, as an alternative with German D, for all Sophomores except those who are candidates for the A. B. degree.

French C. A more advanced course in French. Short stories by Daudet, Halevy's *L'Abbe Constantin*, Augier's *Le Gendre de M. Poirier*. Fraser and Squair's *French Grammar*. Full course. Fall term. Open to those who have completed French B.

French D. A continuation of French C. Sand's *La Mare au Diable*, Voltaire's *Charles XII*, Victor Hugo's *Hernani*. Grammar and composition. Full course. Spring term.

SPANISH.

Spanish A. An elementary course in Spanish. Ramsey's text book of *Modern Spanish* with reader. Full course. Fall term.

Spanish B. A continuation of Spanish A. Full course. Spring term.

Greek Language and Literature.

PROFESSOR RAGLAND.

The aim of this department is two-fold: first, to cultivate habits of minute attention and nice discrimination; second, to awaken appreciation of the excellencies of Hellenic genius.

The subjects are distributed in seven classes, each meeting three times a week. Written exercises, translations of English into Greek, or the reverse, are required at least once a week in every class, and in all classes reading at sight will be practiced. From the beginning of the course exactness will be insisted upon, and during the Freshman year special attention will be paid to forms and the fundamental points of syntax. The course is carefully graded and students are urged to take it continuously.

Xenophon is a prerequisite to entrance into the Freshman class. Of those desiring to enter this class there will be required in each case an accurate knowledge of the ordinary Attic forms and the ability to read easy passages in Xenophon at sight.

(A) *Lysias*. Reading of six or more selected orations, with such attention to rhetoric and style as the advancement of the student will justify; grammar; sight reading; English into Greek. Fall term. Prescribed for Freshmen in the A. B. course.

(B) *Homer*. Reading of at least four books of the Iliad or the Odyssey in class, others being assigned for private reading; the hexameter; Homeric syntax. Full course. Spring term. Prescribed for Freshmen in the A. B. course.

(C) *Plato*. Study of the *Apology* and *Crito* in class; conferences on Greek philosophy; style of Plato. Full course. Fall term. Prescribed for Sophomores in the A. B. course.

(D.) *The Drama*. The aim will be to get an appreciation for the ancient classic drama. The *Alcestis* of Euripides and the *Antigone* of Sophocles will be read in class; other plays assigned for private reading. There will be lectures on metre and the development of the drama. Full course. Spring term. Prescribed for Sophomores in the A. B. course.

(E) *Greek Oratory*. Elective for those taking New Testament Greek. Some orations of Demosthenes will be read in class and select orations from other orators will be assigned for private reading. There will be lectures on the development of oratory, on Greek rhetoric, and on style. Full course. Fall term.

(F.) *History*. An elective course based on Thucydides, selected portions of which will be assigned for special study. In this course special stress will be put on the literature of the language. Full course. Fall term.

(G.) *Comedy*. An elective course based on Aristophanes. Several plays will be read. The development of the Comedy and the structure of the play will be discussed by the head of the department, or in papers prepared by members of the class. Full course. Spring term.

History.

PRESIDENT BROOKS, DR. NEWMAN, AND PROFESSOR HAMILTON.

(A) *Greek History*. Recitations, lectures. Special attention is given to the Greek City Government. Some time will be devoted to the historical events leading up to this period as seen in the more ancient nations. Text: *Myers*, followed by *Mahaffy*. Full course. Fall term. Prescribed for Freshmen.

(B) *Roman History*. A study of the principle of expansion in the early history of Rome, of her conquests, of her social, political and governmental institutions, as a kingdom, a republic, and an empire; an account of the causes of her decay and fall in the West, with the course of events to the time of Charelemagne. Text: *Myers*, followed by *Morrison*. Full course. Spring term. Prescribed for Freshmen.

(C) *English History*. Recitations, lectures, collateral reading. Special attention is given to social improvements, industrial progress, and constitutional development. Text: *Larned*. Two-thirds course. Fall term. Prescribed for Sophomores who are candidates for the Ph. B. degree.

(D) *American History*. An advanced course. A study of sociological, economic and political causes, and the effects upon social, political and economical progress. Text: *Channing and American History Leaflets*. Two-thirds course. Fall term. Prescribed for Juniors who are candidates for the Ph. B. degree.

(E) *The French Revolution*. A study of the social, economic and religious changes in France from 1789 to 1815. Text: *Stevens*. Two-thirds course. Spring term.

(F) *Ancient Church History*. This course includes discussion of methods of historical study, a condensed review of the New Testament times, and a careful examination of the history of Christianity and its literature during the first eight centuries, with constant references to the political, social, and intellectual movements of the periods covered. Text: Newman, *Manual of Church History*, Vol. I., Carr, *The Church and the Roman Empire*, and Tozer, *The Church and the Eastern Empire*. Full course. Fall term.

(G) *Mediaeval Church History*. This course includes a careful study of the ecclesiastical, political, social, and intellectual movements and institutions of Europe and Asia from the establishment of the Carolingian Empire to the Protestant Revolution (A. D. 800–1517). Text: Newman, *Manual of Church History*, Vol. I., and Adams, *History of Civilization During the Middle Ages*.

(H) *The Protestant Revolution, the Counter-Reformation, and the Thirty Years' War*. This course embraces a careful consideration of the political, social, and intellectual, no less than the religious movements of this important epoch. Text: Newman, *Manual of Church History*, Vol. II., and Gardiner, *The Thirty Years' War*. Full course. Fall term.

(I) *Modern Church History*. This course includes a careful study of denominationalism and of the rise and progress of the leading denominations. Modern Roman Catholicism, the Church of England, the Congregationalists, the Baptists, the Methodists, the Presbyterians, and the Disciples, receive special attention. Texts: Newman, *Manual of Church History*, Vol. II., and A *History of the Baptist Churches in the United States*, and

Bacon, *History of American Christianity*. Full course. Spring term (1902-3).

(J) *Method of Historical Study*. A course in historical research and criticism. Langlois and Seignobo's *Introduction to the Study of History* may be used as a basis for class room work. Open to Graduates and Seniors, and to other advanced students by special permission. One hour a week throughout the year. Courses C and D may be taken by informal correspondence.

Latin Language and Literature.

PROFESSOR GREER.

The object of the instruction in this department is to lead the student progressively to a thorough understanding of the structure of the language and an appreciative acquaintance with the various departments of the literature.

In the earlier work the linguistic feature is given prominence. The forms of words and their arrangement in clauses and phrases, together with the grouping of clauses and phrases in the sentence, are emphasized. Composition work based on the authors read is required. The Roman method of pronunciation is employed in recitation.

In the latter part of the course attention is directed more to literary interpretation of the authors studied. Rapid reading of as wide a range of authors as is consistent with a thorough understanding of them lends interest and variety to this portion of the work.

At present eight courses in Latin are offered to undergraduate students:

(A) *The Epic*. Four books of Virgil with a study of Dactylic Hexameter, and a course of reading in Roman

Mythology. Full course. Fall term. Prescribed for Freshmen.

(B) *The Roman Historians.* Portions of books I and XXI of Livy. The preface and about sixty chapters are read. Full course. Fall term. Prescribed for Freshmen.

(C) *The Lyrics.* *Horace's Odes and Ovid's Lyrics.* Careful attention is given to the metre of Horace's Odes. Full course. Fall term. Prescribed for Sophomores who are candidates for the A. B. or the Ph. B. degree.

(D) *Tacitus.* *Agricola and Germania. The Drama.* Reading from Plautus or Terence. Full course. Spring term. Prescribed for Sophomores who are candidates for the A. B. degree.

(E) *The Satire.* *Juvenal and Horace.* Full course. Fall term. Prescribed for Juniors who are candidates for the A. B. degree.

(F) *Virgil and Cicero.* This course is especially adapted to the needs of teachers of Latin and those who desire to study these authors after they have acquired the power for more appreciative reading. Reading from the minor poems of Virgil and the philosophical works of Cicero. Full course. Spring term. Prescribed, as an alternative with Greek F, for Juniors who are candidates for the A. B. degree.

(G) *The Letters of Cicero and Pliny.* A course of rapid reading. Full course. Fall term.

(H) *Elegiac Poetry.* Reading of Catullus, with selections from a number of other writers. Full course. Spring term.

Mathematics.

PROFESSOR JOHNSON.

The courses offered in this department are intended to cover the work usually done for the Master's degree. The purposes, in part, are as follows: (a) To give, in addition to the more elementary subjects of a college course, a rather comprehensive introduction to modern Mathematics. (b) To prepare students for specializing in Mathematics, Physics, or Astronomy.

(A) *Solid Geometry*. Much stress is put on accuracy, thoroughness, original work, and right conception of Pure Geometry. Text: Phillips and Fisher's *Elements of Geometry*. Full course. Each term. Required for admission into the Freshman class in the B. S. course. Prescribed for Freshmen in other courses.

(B) *College Algebra I*. Theory of quadratics, ratio, and proportion, the progressions, variation, limits, the binomial theorem, convergency and divergency of series, undermined co-efficients, logarithms (including the calculation of logarithms), and permutations and combinations. Text: Well's *College Algebra, Part II*. Full course. Each term. Prescribed for Freshmen.

(C) *Trigonometry*. Derivation of formulae, with application of the principles of Plane Trigonometry to surveying and navigation, and of Spherical Trigonometry to elementary problems of the celestial sphere. This course includes calculation of logarithms, periodicity, and graphical representation of the trigonometric functions. De Moivre's theorem, trigonometric series, and the construction of tables of natural sines, cosines, etc. Text: Phillips and Strong's *Elements of Trig-*

onometry. Full course. Each term. Prescribed for Freshmen in the B. S. course and Sophomores in the A. B. and Ph. B. courses.

(D) *College Algebra II.* Mathematical induction, symmetry; scales of numeration; permutations and combinations; binominal theorem with any index, and binominal co-efficients; convergency and divergency of series, including residues; infinite products; probability; continued fractions; determinants; and the theory of equations. This course is elective. It is especially helpful to teachers and students of Mathematics and Science. The work is based on Charles Smith's *Treatise on Algebra*. Full course. Fall term.

(E) *Surveying.* Field work; land surveying; use of the compass and the surveyor's transit; construction of verniers and determination and correction of instrumental errors; leveling and topography; determination of grade lines, cut and fill; and triangulation. Office work; plotting surveys; map-drawing, plane and topographical, calculation of areas; and enlargement of maps. Text: Johnson's *Surveying*. Full course. Spring term.

(F) *Analytical Geometry.* The ordinary topics of Analytical Geometry will be supplemented by lectures on systems of conics, map-projection, and machines for the construction of the straight line, the circle, the ellipse, and the parabola. Text: *Nichols*. Full course. Fall term. Prescribed for Sophomores in the B. S. course.

(G) *Calculus I.* The work of this course is on the Differentive Calculus and its applications. Much stress is put on expansion of functions, evaluation of indeter-

minate forms, maxima and minima, and applications of the Calculus to plane curves. Euler's theorem for homogeneous functions, and maxima and minima of functions in which the variables satisfy certain equations of condition are studied. Text: *Osborne*. Full course. Spring term. Prescribed for Sophomores in the B. S. course.

(H) *Calculus II*. This course is on the Integral Calculus, and includes methods and formulæ of integration; integration as a summation; definite integrals, line, surface, and volume integrals; and double integration with applications. Text: *Osborne*. Full course. Fall term. Prescribed for Juniors in the B. S. course.

(I) *Astronomy*. Young's *General Astronomy* is used as a basis for work. Special attention is given to the mathematical work. Full course. Fall term.

(J) *Mechanics*. The elementary principles of Statics, Kinematics, and Kinetics with application to rigid bodies. Text: Geldard's *Statics and Dynamics*. Full course. Spring term.

(K) *Theory of Equations*. General properties of polynomials and of equations; relations between roots and co-efficients; symmetric functions of the roots; transformation; solution of reciprocal and binominal equations; Gauss's theory of primitive roots; algebraic solution of the cubic and the biquadratic, and solution by symmetric functions of the roots; solution of numerical equations; Cauchy's proof that every equation of the Nth degree has N roots. Many examples are solved. The work is based on Burnside and Panton's *Theory of Equations*. Prerequisites: courses (A), (B), (C), and (D). Full course. Fall term.

(L) *Geometry of Three Dimensions.* The plane; conicoids referred to their axes; principal planes; plane sections of conicoids; generating lines and systems of conicoids; confocal and concyclic conicoids; quadriplanar and tetradal co-ordinates; curves on and curvature of surfaces in general. This course is based on Charles Smith's *Solid Geometry*, but reference is made to the works of *Salmon* and *Frost*. Prerequisites: courses (G) and (H.) Full course. Spring term.

The following courses are given by lectures and are intended primarily for graduates.

(M) *Advanced Integral Calculus I.* General theory of indefinite integrals; the mean value theorem; differentiation and integration of definite integrals with reference to a parameter; integration of infinite series; Fourier series; Gamma functions. This course is based on the works of *Byerly*, *Williamson*, *Harnack*, and *Stoltz*. Prerequisites: courses (G) and (H.) Full course. Fall term.

(N) *Advanced Integral Calculus II.* Volume and surface integrals by means of curvilinear co-ordinates; Green's theorem; elliptic integrals and functions; calculus of variation. Same reference book as in the preceding course. Prerequisites: courses (G), (H), and (N). Full course. Spring term.

(O) *Higher Plane Curves.* General theory of poles and polars with applications to curves of the third and fourth orders. Trilinear and homogeneous co-ordinates. Newton's lines of the third order, *Salmon's Higher Plane Curves*, and *Clebsch's Lectures on Geometry*.

Prerequisites: courses (G) and (H). Full course. Fall term.

(P) *Theory of Functions of a Complete Variable*. Theorems of Cauchy, Riemann, and Weierstrass. This course is based on the works of *Harkness* and *Morley*, *Forsyth*, *Jordan*, and *Durege*. Prerequisites: courses (G), (H), (M) and (N). Full course. Spring term.

(Q) *Vector Analysis*. Elementary problems of Geometry, Kinematics, and Mechanics are treated by Vector methods. The matter taught is similar to what is usually given in courses on Quaternions, but the Vector method of Gibbs, which in some respects is like that of Grassmann, is used. Prerequisites: courses (G) and (H). Text: Wilson's *Vector Analysis*. Full course. Spring term.

Pedagogy.

PROFESSOR EBY.

The courses of instruction in this department are designed more especially to meet the needs:

First, of those who wish to equip themselves adequately for the teaching profession.

Secondly, of those teachers and students who desire to grapple in a vigorous manner with the vital and fundamental problems of the profession and of human development.

These courses also serve to prepare students for the various State examinations leading to teachers' certificates. At the same time an endeavor is made to render them beneficial to any one who may seek a study of Pedagogy as a mental discipline, or for its practical value in other fields of activity.

The work of the class room is carried on by recitations, lectures, reviews, frequent discussions, and essays on special themes. Text-books are used, but they are supplemented by references to the fuller literature of the subject, and an effort is constantly made to show the present state and method, and recent advances in the various fields.

(A) *History of Education.* The historical aspects of education receive due attention in two courses embracing the three periods, ancient, medieval, and modern.

I. *History of Modern Education.* This course presents a rapid outline of ancient and medieval educational conditions. The modern period, commencing with the Renaissance, forms the principal feature of

the course, special reference being made to our present educational thought and practices. A detailed study is made of the innovations, theories, and influence of the educational reformers. The course also includes an outline of the beginning of education in America. It is adapted to less advanced students, and serves as a preparation for State Examinations in the History of Education. Full course. Fall term.

II. *History of Educational Ideals.* Special attention is directed to the development of educational ideals throughout the ancient, medieval, and modern periods. The formative pedagogical principles at the basis of the different ancient civilizations, and their contributions to modern civilization, are discussed. The rise and development of modern universities and present educational ideals are considered. This course is designed especially for those students who seek a liberal culture, and who desire to understand the development of human society in connection with the evolution of ideals and practices in education. Full course. Spring term.

(B) *School Management.* Special attention is given to the internal management and organization of construction and discipline, in order to familiarize the student with the principles of government and control in the class-room and the school. The intention is to grapple in a vigorous manner with the problem of school discipline, and to give the student a knowledge of the accumulated professional experience along this line. The question of moral training is discussed in its relation to school work. Full course. Spring term.

(C) *Principles of Method and Special Didactics.* This course is designed to bring together all those psycholog-

ical principles which underlie the best methods of instruction. An effort is thus made to arrive at a philosophical basis for kindergarten, primary, and secondary educational practice. From the general laws of method special application is made to particular subjects of instruction. Effort will be made to provide opportunity for students to visit classes, conducted by competent instructors, for observation of good methods, and for demonstration of their own ability to impart instruction and to discipline a class. The work consists largely of discussions, written dissertations, and reported criticisms. Full course. Spring term.

(D) *Child-Study*. An endeavor is made to place before the class an outline of the literature treating of the development of children, and to show its pedagogical bearing. It is of chief importance to acquire a systematic outline of the physical and mental changes which take place in the different stages of development. This course introduces the student to the methods and aims of Child study, and seeks to develop habits of sympathetic observation of children by the students themselves. After the students shall have become familiarized with the work they will be directed to make some simple investigations of special interest. Two-thirds course. Fall term.

(E) *Educational Hygiene*. This course is helpful to every student who is interested in the conditions and effects of mental life and development. Attention is given to the sanitary aspects of school buildings, ventilation, lighting, heating, etc. The chief emphasis is placed upon the hygiene of instruction and development. Lectures are given on the physical condition of mental

work, the effects of fatigue in relation to the length and order of school recitations, recess, vacation, gymnastics, play, etc. Attention is also directed to contagious diseases, and to all those abnormalities which are produced or developed by school life; diseases of the eye and ear, anemia, headaches, chorea, nervousness, etc. Full course. Spring term.

(F) *Educational Psychology*. The relations of pedagogy to psychology are discussed in detail, and the neurological conditions of mental activity are strongly emphasized. Special attention is directed to the development and education of memory, emotion, will, perception, imagination, and the educational relations of memory, association, imitation, appreciation, interest, etc. This course is open only to students who have already pursued the study of general psychology. Full course. Spring term.

(G) *Philosophy of Education*. This course discusses the following topics: field of pedagogics; relation to science and social life; possibilities of education; aims of education in detail, and the various sub-aims during the different stages of development; comparison and criticism of present and past educational ideals; educational appliances. This course seeks to sum up in an inductive way the results of the studies on the development of the child and to apply these results to education. Open only to advanced students. Two-thirds course. Spring term.

(H) *School Organization and Supervision*. The organization of school systems in the United States, Canada, England, Germany, and France, will be studied and compared. The division of the school system into

the various sections is considered. The duties of the State, County, and City Superintendent, and his relations to the teachers, parents, etc., are fully discussed. Two-thirds course. Spring term.

(I) *Pedagogical Seminary*. A special course open to the more advanced students who desire to devote considerable time to pedagogical literature. A detailed study is conducted in the great classic works on education with a view to discovering their influence and their importance for present educational thought. Discussions and written theses are the main methods of work. Admission to the class is only by permission of the professor. Full course. Either term.

Philosophy.

PROFESSOR EBY AND DR. BARRETT.

(A) *Descriptive Psychology*. This course is intended to afford a scientific acquaintance with the phenomena of consciousness and an introduction to philosophic studies. By making and mastering an elaborate analysis of the subject the student is trained in the analytic method of study. The text-book is supplemented with assigned reading of books in the library, papers by members of the class, and general discussion. Prerequisite to Philosophy D, F, G, H, I, and J. Full course. Fall term. Prescribed for all Juniors.

(B) *Logic*. This course is divided into two parts: (1) Deductive Logic, including the Term, the Proposition, the Syllogism and Method, engages the class for twelve weeks; (2) the remaining eight weeks are given to Induction. Text-book; parallel reading; much practice on illustrative examples. Full course. Spring term. Prescribed for Sophomores in the Ph. B. course and for Juniors in the A. B. and B. S. courses.

(C) *Introduction to Philosophy*. Here the student is introduced to the principles, problems, and methods of speculative thought. The philosophical studies are classified and outlined, and the representative theories defined and compared. Full course. Fall term. Prescribed for all Seniors.

(D) *Ethics*. This course is intended to subserve both intellectual and moral ends. A general survey is made of the leading theories and schools of moralists. The principal aim, however, is to have the members of the class conscientiously and fearlessly grapple with the moral principles and issues of human life, and to construct, each for himself, his system of moral truth.

Full course. Spring term. Prescribed for all Seniors.

(E) *History of Philosophy*. A general survey is made of the history of speculative thought in Europe and America from Thales to the present time. Special attention is given to representative men and theories to the extent of the time allotted. Full course. Spring term. Prescribed for Juniors in the Ph. B. course; elective for others.

(F) *Philosophy of Theism*. An inquiry into the character and validity of the Theistic consciousness as related to the ground of knowledge and reality. Two-thirds course. Spring term.

(G) *Philosophy of Mind*. Advanced work in Explanatory Psychology for graduate students and Seniors. Full course. Fall term.

(H) *Æsthetics*. A review of the æsthetic sentiment. An analytical and historical study will be made of representative theories of the beautiful. A general application will be made to the several fine arts, in which the professor will be assisted by specialists in these schools. Two-thirds course. Fall term. Prescribed for Juniors in the B. L. course; elective for others.

(I) *Experimental Psychology*. This course is designed to introduce the student to the methods and instruments employed in psychological experiments. It seeks through practice to prepare him for the investigation of simple problems. Some of the apparatus is manufactured by the students themselves in the psychological laboratory. Special laboratory fee. Open only to those students who have completed at least one course in psychology. Full course. Fall term.

(J) *Educational Psychology*. Same course as Pedagogy (F).

(K) *Epistemology*. A study of the grounds of knowledge. Text-book; library reading; lectures. Full course. Fall term.

(L) *Metaphysics*. Compared to the course in Epistemology, this is a similar study of the problem of Reality. Full course. Spring term.

(M) *Philosophy of Education*. Same course as Pedagogy (G)

All students have free access to the Philosophical Library.

THE DEPARTMENT OF THEOLOGY.

DR. CARROLL, DR. NEWMAN, AND DR. BARRETT.

The Department of Theology will confer the degree of Bachelor of Theology, (Th. B.), upon the completion of the following schedule of courses:

- English Bible and Biblical Theology—Six courses.
- Old Testament Hebrew and Exegesis—Four courses.
- New Testament Greek and Exegesis—Three courses.
- Church History—Four courses.
- Systematic Theology—Three courses.
- Homiletics—Two courses.
- Church Polity and Pastoral Duties—Two courses.
- Missions and Comparative Religions—Two courses.
- Classic Greek—Two courses.
- Latin—Two courses.
- English—Four courses.
- History and Economics—Three courses.
- Philosophy—Four courses.
- Pedagogy—Two courses.
- Elective*—Eight courses.

I. Exegetical Theology.

ENGLISH BIBLE—BIBLICAL INTRODUCTION, BIBLICAL EXEGESIS, BIBLICAL HISTORY, AND BIBLICAL THEOLOGY.

These courses, projected by Dr. B. H. Carroll, and believed to be unique in their scope and method, will cover three consecutive years, (six terms,) to be devoted to the study of the Bible itself and not of things about the Bible. It is arranged to cover, in the best method possible within the time limits, the whole Bible—every chapter and verse from Genesis to Revelation. While it is in every way desirable that each student shall complete the entire course, the method adopted is such that each course and even each lecture has independent value. The courses are meant to be within the reach of those who have not advanced beyond an ordinary English education, and yet to be highly profitable to the most advanced University students and graduates. The final course will not be given till the fall term of 1904-5, and the earlier courses will be repeated from year to year as they may be required. The only text-book absolutely required is the English Bible (American Revisers' edition of the Canterbury Revision preferred); but students will be referred to the best books for purchase or library use on each course, and on each topic.

(A) *English Bible.* The first course (given during the spring term, 1901-2, and to be repeated probably a year later) was devoted exclusively to the Book of Genesis, which because of its surpassing importance demands exceptional thoroughness of treatment.

(B) *English Bible.* Continued exposition of the Old Testament. Full course. Fall term, 1902.

(C) *English Bible*. Old Testament studies continued. Exposition of the Prophecies foretelling the coming of the Messiah. Full course. Spring term, 1903.

(D) *English Bible*. Interbiblical Period and Preparation for the Messiah. Early life and ministry of our Lord. Full course. Fall term, 1903.

(E) *English Bible*. Later ministry, death and resurrection of Jesus, using Broadus' Harmony of the Gospels. Full course. Spring term, 1904.

(F) *English Bible*. Study of the Apostolic Age, with Harmony of the Acts of the Apostles and Epistles. Interpretation of the Apocalypse. Full course. Fall term, 1904.

HEBREW.

(A) *Elementary Hebrew*. A course for beginners. Full course. Fall term: Texts: Harper's *Method and Manual* and *Elements of Hebrew*.

(B) *Hebrew Grammar, Translation and Exegesis*. Continued study of Hebrew, embracing Syntax, careful reading of selected portions of the Hebrew Bible, with attention to grammatical forms and exegesis, and committing to memory of lists of frequent words. Full course. Spring term. Texts: Hebrew Bible, Hebrew Lexicon, and Harper's *Elements of Hebrew Syntax*.

(C) *Advanced Hebrew*. Advanced grammatical work and extensive exegetical reading in the poetical and prophetic books of the Hebrew Bible. Full course. Fall term (1902-3). Texts: Green, *Hebrew Grammar*, Driver, *Hebrew Syntax*, Hebrew Bible, and selected critical commentaries on the books studied.

(D) *Advanced Hebrew (continued), and Biblical Aram-*

aic. Full course. Spring term (1902-3). Texts as above, with Brown's *Aramaic Method*.

NEW TESTAMENT GREEK.

(A) *New Testament Greek.* A knowledge of classical Greek Grammar and a good reading knowledge of classical Greek literature are presupposed. This course embraces a study of the peculiarities of New Testament Greek, and extensive grammatical and exegetical study in the Gospels and the Acts of the Apostles. Texts: Wescott and Hart, *The New Testament in Greek*, Robertson, *The New Testament Greek Syllabus*, Toyer, *Greek English Lexicon of the New Testament*, Broadus, *Commentary on Matthew*, and Hackett, *Commentary on the Acts of the Apostles*. Full course. Fall term.

(B) *Intermediate Course in New Testament Greek.* Exegetical study of the Epistle to the Romans, and the First Epistle to the Corinthians, with the use of the best grammars, lexicons and commentaries. Texts: besides the above, Burton, *New Testament Modes and Tenses*, and Immer, *Hermeneutics of the New Testament*, translated and edited by A. H. Newman. Full course. Spring term.

(C) *Advanced Course in New Testament Greek.* Further critical and exegetical reading in the Epistles; select reading from the Septuagint and Josephus, and the study of Textual Criticisms of the New Testament. Texts: Warfield, *Textual Criticisms*, Schaff, *Companion to the Greek Testament and Revised Version*, and critical commentaries on the texts selected. Full course. Fall term.

II. Historical Theology.

(A) *Ancient Church History*. An introduction to Church History in general; constitution of the Apostolic Churches; relation of Christianity to the Roman Empire during the first three centuries; internal development of Christianity during the three centuries—the consideration of Heretical and Reforming bodies; Christian literature and doctrine during the first three centuries; internal and external condition of the Church at the beginning of the fourth century; union of Church and State, and effects of this union upon the Church; Controversies and Councils during the fourth, fifth, sixth, seventh, and eighth centuries; development of the Hierarchy to the beginning of the ninth century. Texts: Newman, *Manual of Church History*, V. l. 1., Carr, *The Church and the Roman Empire*, and Tozer, *The Church and the Eastern Empire*. Full course. Fall term.

(B) *Mediaeval Church History*. Extension of the Church through the Carlovigian period: further development of the Hierarchy, especially under Hildebrand and Innocent III; a study of the social, political and intellectual institutions and movements of the Middle Ages. Full course. Spring term.

(C) *The Protestant Revolution, the Counter Reformation, and the Thirty Years' War*. Preparation for the Reformation; general characteristics of the Reformation; a careful study of the social and political conditions that affected the rise and progress of the Protestant Revolution; the Erasmian, Lutheran, Zwinglian, Anabaptist, Calvinistic, and English Reformations; comparative view of Protestant Confessions of faith

and Catechisms; Roman Catholic Resistance to Protestantism—the Jesuits, the Inquisition, the Council of Trent, and the Thirty Years War. Full course. Fall term.

III. Systematic Theology.

(A) *Principles of Theology*. The idea, the material, and the method of Theology; the existence and character of God. Full course. Fall term.

(B) *Anthropology; Soteriology*. Including full study of the Doctrines of Sin and Salvation. Full course. Spring term.

(C) *Ecclesiology, or Doctrine of the Church; and Eschatology*. The doctrine of final things, as Resurrection, Judgment, etc. Full course. Fall term. Text: *Strong*.

IV. Practical Theology.

(A) *Homiletics*. Materials of Preaching, Selection of Texts, Interpretation, Classification of Subjects, Argument, Illustration, Application. Full course. Fall term, 1902.

(B) *Homiletics*. Arrangement, Style, and Delivery of Sermons, with practical study of masterpieces of pulpit eloquence. Conduct of Public Worship, Hymnology, History of Preaching, and Study of Oratory. Full course. Spring term, 1903. Text: *Broadus, Preparation and Delivery of Sermons, and History of Preaching*, with other collateral reading.

(C) *Pastoral Theology*. This course will embrace the wide range of pastoral duties not taught in Homiletics, including the Ethics of the Pastor's Calling, and practical suggestions as to the best methods of work. Full course. Fall term, 1902.

(D) *Church Polity*. Setting forth the New Testament Idea of a Church, with its Ordinances, Government, etc. Fall course. Spring term, 1903.

V. Comparative Religions and Missions.

(A) *Comparative Religions and Missions*. The great false religions and ethical systems of the heathen world will be studied, with their fruits as shown in the present social, mental and moral life of the people. Full course. Fall term, 1902.

(B) *Missions*. A systematic course on the Purpose, the History, the Progress, and the Methods of Missions. Full course. Spring term, 1903.

THE DEPARTMENT OF FINE ARTS.

Elocution and Oratory.

PROFESSOR DICKINSON.

Instruction is given in this department with a view to the interpretation by voice and action of the masterpieces of English Literature and the adequate expression of thought by means of spoken words. A rigid three years' course is laid out leading to a graduate's certificate. Course A is the introductory course and must precede all others. The course in Argumentation as correlated with the Department of English must be preceded by the introductory courses in English. The course in the "Philosophy of Expression" is for advanced students in the University and graduates in this department.

(A) *Principles of Elocution.* Three hours a week. Recitations and collateral reading; man's triune nature; study and development by exercise of the vocal organs and muscles; respiration; articulation; pronunciation; emphasis; vocal culture; tone colors; study and drill in vocal elements; quality; force; form; degree; stress; theoretical study of the principles of action; memoriter recitation of illustrative extracts. Fall term.

(B) *Principles of Elocution.* Three hours a week. Recitations and collateral readings; vocal culture; study and drill in vocal elements; time; quantity; pause; movement; pitch; degree, change and melody; practical application of the elements of action; conception of gesture; technique of action; actional composition; illustrative

extracts and memoriter recitations. Spring term.

(C) *History of Oratory*. Two hours a week. Study of ancient and modern orators: Demosthenes, Cicero, St. Paul, Chrysostom, Savorola, Luther, Bossuet, Mirabeau, Kossuth, Castelar, Chatham, Burke, Erskine, Webster, Clay, Calhoun, Lincoln, Phillips, Beecher, and Gladstone. Class exercise in the delivery of critiques on great orators and biographical orations on their lives. Study of the rise of oratory and its place in civilization. Fall term.

(D) *Speech Construction*. Two hours a week. Lectures, recitations and prescribed readings on the principles of Oratory. Individual vocal and actional drill; study of construction of speeches, qualities of discourse, eloquence, sources of power in oratory; demonstrative, forensic, homiletic and after dinner oratory. Continual exercise in the delivery of biographical orations, topical speeches, critiques and extempore speeches. Spring term.

(E) *Dramatic Rendition*. One hour a week. Practical construction in the staging and rendition of plays. Technical drill in voice and action as indicated by the interpretive necessities of the plays studied. Lectures on dramatic technique, dramatic criticism. Analysis and study of characters, plot and incident of one of Shakespeare's plays. Careful expressional reading of the entire play and memoriter rendition of one of the following: Merchant of Venice, Much Ado About Nothing, As You Like It, Romeo and Juliet, Julius Cæsar, Hamlet, Macbeth, Othello. This course is offered in both the fall and the spring term.

(F) *Literary Analysis and Rendition*. Individual les-

sons, lectures, recitations, and prescribed readings; vocal culture and drill in action as indicated by the individual needs of the student; rostrum business; sight reading; study of poetry as a representative art; technical training in rendition; analysis and study of readings, recitations, and personations. Criticism upon each student's rendition from memory of several selections differing in style. Fall and spring terms.

(G) *Argumentation*. A course intended for advanced students who desire special training in the preparation and delivery of argumentative discourse. In this course the Professor of Oratory will be assisted by the Professor of English. The class will meet one hour a week with the Professor of English for instruction in the drawing of briefs of argument and the writing of forensics. In this part of the work Baker's *Principles of Argumentation* will be used as a text-book. The class will meet two hours a week with the Professor of Oratory for technical training in oral debate based on the briefs and forensics prepared under the direction of the Professor of English. Full course. Given in both the fall and the spring term.

(H) *Philosophy of Expression*. Two hours a week. A study of Oratory as an expressive art. All art is expression. The principles of reality. Music, painting, sculpture, poetry, oratory. "The Universal Heart of Man." Metaphysics, ethics, and aesthetics as related to the art of expression. Given on demand in class, individually, or by correspondence.

(I) *Bible Reading*. One hour a week. Interpretive reading of the scriptures with especial care given to proper emphasis, pitch, melody, articulation and voice quality. Fall term.

School of Music.

PIANOFORTE.

PROFESSOR HOFFMANN, PROFESSOR JOHNSON, MISS MCGOWN,
AND MISS RANDALL.

First Grade. Course in Hand Culture; Matthews' Graded Studies, I.; Five Finger Exercises; Brauer, Studies, op. 15, I. Five months.

Second Grade. Matthews, Graded Studies continued; Brauer, Studies, op. 15, II. Easy Sonatas and Pieces by Clementi, Kuhlau, Kullack, and others. Five months.

Third Grade. Five Finger Exercises; Schmidt, Preparatory Studies; Clementi, Sonatas, op. 36; Berens, Velocity, I.; Czerny, Velocity, I.; Doering, Studies, op. 8 and 38. Duvernoy, Studies, op. 120. Five months.

Fourth Grade. Five Finger Exercises; Scales; Czerny, Velocity, continued; Heller, Studies, op. 47; Bach, Little Preludes, etc. Five months.

Fifth Grade. Five Finger Exercises; Scales; Chords; Loeschhorn, Studies, op. 66; Czerny, Velocity, continued; Sonatas and pieces by Beethoven, Mozart, Schubert, and other composers. Five Months.

Sixth Grade. Five Finger Exercises; Scales; Chords; Schmidt, Studies; Czerny, Velocity, continued; Cramer-Buelow, Studies; Czerny, 40 Daily Exercises. Sonatas and pieces by classic and modern composers. Five months.

Seventh Grade. Five Finger Exercises, etc.; Bach, Inventions in two parts; Cramer-Buelow, Studies continued; Schmidt, Studies; Solo pieces by classic and modern composers. Five months.

Eighth Grade. Five Finger Exercises, etc.; Czerny, Dexterity; Cramer-Buelow, continued; Mendelssohn, Studies and Preludes; Steibelt, Studies; Clementi, Gradus ad Parnassum; Bach, Well-tempered Clavichord; Concertos by Bach, Mozart, Bæthoven, Dussak, and others. Ten months.

Ninth Grade (Post Graduate). Clementi, Gradus, continued; Bach, Well-tempered Clavichord, continued; Concert pieces by classic and modern composers; Concertos by Mozart, Beethoven, and others. Ten months.

Tenth Grade (Post Graduate). Moscheles' Studies; Chopin Studies; Concert pieces by classic and modern composers. Concertos by Bæthoven, Hummel, Mendelssohn, Schumann, and others. Ten months.

Theory of Music.

PROFESSOR HOFFMANN.

Harmony (Jadassohn's Method.) This includes the following subjects: Intervals; Triads and their Inversions; Chords of the Seventh and their Inversions; Altered Chords; Suspensions; Organ Point; Passing and Changing Notes; Modulations; Cantus firmus. The work is principally the writing of exercises from figured basses. The exercises will be corrected with explanations and illustrations. All students who desire to graduate are required to attend this class for ten months.

Counterpoint. This course requires knowledge of Harmony. Ten months.

Canon and Fugue. This course requires knowledge of Harmony and Counterpoint. Ten months.

Orchestral Instruments.

PROFESSOR SCHWATLO AND MR. PARKER.

VIOLIN.

First Grade. De Beriot's School, First Position; Studies by Kayser, Nos. 1-12; Duets for two Violins by Pleyel, op. 8; Sonatinas for Violin and Piano by Hauptmann; small Solos, with piano accompaniment, by Lagye, Bohm, Herrmann, and others. Five months.

Second Grade. De Beriot's School, Third Position; Studies by Kayser, Nos. 13-24; Studies by Dancla, and others; Duets for two Violins, by Mazas, op. 61; Solos by the old masters, and others of lighter character. Five months.

Third Grade. De Beriot's School, Part 1., finished; Kayser's Studies, Nos. 25-36; Duets by Pleyel, op. 48; Sonatinas for Violin and Piano, by Schubert; Airs Varies by Dancla, and other Solos. Five months.

Fourth Grade. General comparison of all positions by Schradieck's Exercises; Easier Studies by Kreutzer; Duets by De Beriot or Dancla; Solos in line with Singelee's Opera-Fantasias. Five months.

Fifth Grade. Advanced Technic according to De Beriot's School, Part II., as shading, double stops, octaves, etc.; Scale-Exercises by Schradieck, Studies by Kreutzer; Violin-Concerto by Viotti; Sonatas by Haydn; Solos, such as Raff's Cavatina, or Elegie by Ernst. Five months.

Sixth Grade. De Beriot, Part II., continued; studies by Kreutzer and Fiorillo; Concertos VII. and VIII. by Rode; Reverie by Vieuxtemps; Legende by Wieniawski; Romances by Beethoven; Paraphrases by Wilhelmj-Wagner. Five months.

Seventh Grade. Studies by Kreutzer and Fiorillo, completed; Concertos Nos. VIII. and IX. by Spohr; selected Sonatas by Haydn and Mozart; Solos in line with Scene de Ballet and Airs Varies by De Beriot. Five months.

Eighth Grade. Caprices by Rode, Sonatas by Beethoven, Duets by Spohr, op. 38; Violin Concertos by Mendelssohn and Bruch, Solos by Wieniawski, David, Hauser, Vieuxtemps, and others. Five months.

Note—Two Grades in Piano are required for graduation.

Ninth Grade (Post-Graduate.) Repetition by Technical Violin School of Schradieck, Book II.; Studies by Dancal and Dont; Sonatas from David's "Hohe Schule;" Concertos by Mozart, Vieuxtemps, and Brahms; Solos in line with Polonaise or Tarantelle by Wieniawski, and the Faust-Fantaisie by same composer. Ten months.

Tenth Grade (Post-Graduate.) Studies by Gavini and Paganini; Sonatas by Bach; Concertos by Joachim, Loeffler, Beethoven, and Ernst; Solos, such as Hungarian Airs by Ernst, Gipsy Airs by Sarasate. Ten months.

VIOLONCELLO.

First Grade. Kummer's Method, Major and Minor Scales, Intervals, etc.; small Solos, with Piano accompaniment. Five months.

Second Grade. First half of Kummer's Method, finished. Five months.

Third Grade. Second half of Kummer's Method; Selected Studies by Dotzauer, Concertinos by Kummer, Violoncello-parts in Chamber-music by Haydn. Five months.

Fourth Grade. Continuation of Third grade. Five months.

Fifth Grade. Studies by Dotzauer, Concertinos by Romberg, Violoncello-parts of Trios and Quartettes by Mozart. Five months.

Sixth Grade. Remainder of Studies by Dotzauer, Solo-pieces by Romberg, Goltermann, and others; Chamber-music parts by Mozart and Schubert. Five months.

Seventh Grade. Studies by DuBois, and others; Concertos and Solo-pieces by Goltermann, Davidoff and Popper; Violoncello-parts in Chamber music by Mozart, Mendelssohn, and Beethoven. Five months.

Eighth Grade. Continuation on completion of Seventh Grade. Five months.

VIOLA (ALTO.)

First four grades as given under Violin.

Fifth Grade. Adaptation to Alto Clef by the study of Chamber-music parts by Haydn, Mozart, and Beethoven. The study may be continued for a second term of five months.

DOUBLE BASS.

The study of the Double Bass for orchestra purposes may be extended for one year, which may be considered as sufficient time, unless the student desires to continue this work as a specialty.

MANDOLIN.

First Grade. Tocaben's Method, Book I.; all Major and Minor Scales, Intervals and Small Solos in First Position. Special attention given to the building up of a good Tremolo. Five months.

Second Grade: Branzola's Method; all other positions, double stops, and musical embellishments; Solos, with Guitar or Piano accompaniment. Five months.

GUITAR.

First Grade. Winner's Method; Arpeggios and Chords in all Major and Minor Scales, with either one to four Sharps, or one Flat; Solos in reach of the above limits. Five months.

Second Grade. Carcassi's Method, complete; all remaining Scales and Positions, reading of Orchestra parts and study of more advanced Solos. Five months.

CORNET.

First Grade. Arban's Method, Part I.; all Major and Minor Scales; general elementary technic; Small Solos with varied accompaniment. Five months.

Second Grade. Arban's Method, Part II. The advanced technic covering Double and Tripple Tonguing, Style, Phrasing, etc.

Note—A similar course is offered for all instruments used in the Military Band, including French Horn and Slide Trombone. The methods employed are those of the leading Schools and Conservatories of the country.

Voice.

MISS FINLEY AND MISS RANDALL.

First Grade. Formation and correct placing of tones; elementary exercises for the development of the voice; principles of correct breathing; Marchesi exercises; Concone, 50 lessons, begun, and the first twenty-five vocalises sung with solfeggi; easy songs. Five months.

Second Grade. Elementary exercises, continued;

Marchesi exercises; Concone, 50 lessons, finished; Songs, Duets, etc., with special attention given to phrasing, expression, etc. Five months.

Third Grade. Exercises in Scales, Arpeggios, etc., with the idea of precision and flexibility; Vaccai Italian pronunciation and formation of tones; Songs, Duets, etc., from old and modern composers. Five months.

Fourth Grade. Former work continued with more attention to the flexibility of the tones; Vaccai, finished; Concone, advanced studies, Songs and Concert music by the best composers. Five months.

Fifth Grade. Continuation of studies and exercises for the flexibility of the voice; Bordogni, 36 Vocalises; Lutgen, Exercises, Book I.; Songs, Duets, etc. Five months.

Sixth Grade. More continuous work for enlarging and refining the voice; Bordogni, 36 Vocalises, finished; Lutgen, Exercises, Book II.; Songs and more simple Arias by English, German and American composers. Five months.

Seventh Grade. The flexibility of the voice, beauty of tone, and expression emphasized; Aprile, Exercises; Marchesi's 12 Studies in Style; more difficult Songs and Arias. Five months.

Eighth Grade. Especial attention given to the coloring of the tones, flexibility, beauty, and finish; Aprile, Exercises, continued; Marchesi's 12 Studies in Style, finished; Arias, Songs, and Duets by the best composers; Church singing. Five months.

Note—Two grades in Piano are required for graduation in this department.

A class in Sight Singing and Chorus, meeting twice

each week, is formed each year for the benefit of Vocal students and others who desire the course.

The Orchestra.

The Orchestra is divided into three organizations, under the supervision of Prof. Schwatlo, viz.:

The Baylor Mandolin and Guitar Club, and The Baylor Military Band, conducted by Mr. Parker.

The Baylor Symphony Orchestra, conducted by Prof. Schwatlo.

Meetings are semi-weekly, and all Baylor students who pass the required examinations are eligible for membership. To members of the Class for Orchestral Instruments no extra charges are made. Concert trips are taken occasionally by these organizations.

The Glee Club.

A Glee Club, organized for young men, is open to those meeting the requirements of the organization.

College Credits for Music.

Courses in music are counted toward graduation with a Bachelor's degree on the following scale:

For Grades 1, 2, and 3, one credit each.

For Grades 4, and 5, two credits each.

For Grades 6, 7, and 8, three credits each.

For one year's Orchestra or Glee Club work, three credits.

Students who have finished the Eighth Grade for any instrument are awarded a diploma of graduation from the School of Music.

School of Painting and Drawing.

MISS TALIAFERRO.

Miss Taliaferro comes to Baylor from the Art Student's League of New York. She studied with Wm. M. Chase, Kenyon Cox, and J. H. Twachtman, and the work is done after the plan of the Art Students' League of New York.

All work is done from Nature, Life, Still-Life, or Casts. An out-door Sketch-Class has been formed. Courses are offered in Painting in Oil, Water Color, China, Pastel, and Tapestry, and in Drawing in Charcoal, Pen, Ink, and Pencil.

Courses in Portraiture and Miniature are offered for advanced students.

Courses are given in the History of Art.

A kiln for firing China has been provided, and the modes of decoration used in the best Ceramic Studios are being taught.

New casts have been added, the best Art periodicals are supplied, and the Baylor Studios have become a real center of Art training.

Work in this department receives credit for degrees, as specified elsewhere.

A certificate may be issued for the satisfactory completion of the courses offered.

Miss Taliaferro will spend the summer of 1902 in New York gathering fresh ideas for the following year.

It will be of interest to patrons and friends of Baylor to know that one of the scholarships in Antique Drawing, offered by the Art Students' League of New York, to all Art Schools in the United States outside of New York, was won by Baylor—Baylor winning the second place.

DEPARTMENT OF MILITARY SCIENCE AND TACTICS.

E. G. MATHEY, MAJOR U. S. A., COMMANDANT OF CADETS.

During the session of 1901-1902 this department has enrolled one hundred and forty-three cadets. These cadets were organized into an Infantry battalion of three companies and an Artillery detachment of one gun.

It is the aim of the department to develop to the greatest possible extent those soldierly qualities of manliness, courtesy, accuracy, promptness, and devotion to duty, that are essential to success in the vocations of life.

The physical benefits of military drill are of scarcely less importance than the excellent habits acquired. To secure health and prevent diligent students from neglecting their physical development, regular methodical exercises are necessary. The military drill embraces seventeen exercises (without arms) for the development of the muscles of the neck, hands, arms, shoulders, chest, trunk, legs and feet. Besides, the brisk work done in the manual of arms, bayonet exercise, manoeuvres on the drill ground and marching meet the requirements of health and bodily development completely. The military drill strengthens the body, renders the joints supple, the muscles quick and accurate in action, throws back the head and shoulders, expands the chest and invigorates all the vital organs—

in short, adds a new zest and a new lease of life.

The United States has furnished the department with one hundred and fifty Springfield cadet rifles, with equipments, and two 3-inch, wrought iron, muzzle-loading, rifled field guns, with implements.

The military uniform is of handsome cadet grey, similar to that worn by cadets at the United States Military and Naval academies. It is neat, serviceable, suitable to wear on all occasions, and cadets are required to wear it in all military duties. It is more economical than other clothing, as the material is excellent and costs for the complete suit, made to individual measurement, only \$14.00. Students should remember this fact when purchasing clothing for the school year.

Course of Instruction.

Practical Part—Each Year—(three hours a week). Drill in the school of the soldier, company, and battalion, both in close and extended order, inspection review, military gymnastics, artillery drill, and target practice with Springfield cadet rifles.

Theoretical Part—First year — (one hour a week). Recitations in Infantry Drill Regulations in the school of the soldier, the school of the company, the school of the battalion, bayonet exercise, fire discipline, the extended order drill for the squad, platoon, company and battalion, advance and rear guard, outposts, marches, camping, battalion review, guard mounting, battalion parade, and battalion inspection.

Theoretical Part—Second year—(one hour a week). Review of the first year's course, a course in Military Science and the Art of War, elementary

principles connected with the Art of War, Minor Tactics and Strategy, organization and administration of the army, and other kindred subjects.

Prize Drills.

This is a popular feature of the department. Once a year there are prize drills for the best drilled company, the best drilled cadet, and the best drilled new cadet, in the battalion. The winners are presented with medals, which are very handsomely and suitably inscribed.

Credit Given for Military Course.

Military drill has been added to the regular course of instruction, and will be placed to the student's credit in making up the requirements for graduation—a year of military drill being accepted as the equivalent of a two-thirds course of study.

The rules of the University are as follows:

“All male students fourteen years old or older, not physically disqualified, will be required to take military drill for at least one term, unless exempted by the Faculty.”

No charges are made for instruction in this department.

DEPARTMENT OF INSTRUCTION BY CORRESPONDENCE.

To extend the scope of the usefulness of the University, to accommodate the large number of students who desire to advance their education but can not go to college, and to popularize higher education, the Board of Trustees, acting upon a recommendation from the Faculty, adopted, on October 21, 1897, resolutions founding "a Department of Correspondence Instruction," prescribing in detail regulations concerning it. (See Baylor Bulletin, January 1, 1898, page 11.)

Two methods are pursued: (1) Certain courses are given by formal correspondence. In these courses full printed directions are furnished on each lesson and specific questions propounded for written answers. The written work and recitations on each lesson are mailed to the instructor, who corrects it and returns it to the student with criticisms and suggestions. (2) Other courses are given informally, in which the instructor has only a general supervision of the student's work, and gives help from time to time as the latter may need it. The element of instruction here is decidedly less, and for this reason the amount of the work assigned is approximately 50 per cent. less than for the same credits in formal correspondence or classroom work.

All persons enrolled in this department are officially regarded as students of the University and receive credit toward a degree for the work done by corres-

pondence. Non-resident candidates for a Master's degree pursue their studies in this department.

THE TUITION FEES ARE AS FOLLOWS:

| | | DOUBLE STUDY | FULL STUDY | TWO-THIRDS STUDY | HALF STUDY |
|---------------------------|------------------------|-----------------|------------|---------------------|------------|
| BIBLE SCHOOL | Formal Instruct'n. | | \$10.00 | \$8.00 | \$6.00 |
| | Informal Instruct'n | \$5.00 | \$3.00 | \$2.50 | \$2.00 |
| OTHER DEPART- MENTS | Formal Instruct'n | | \$12.50 | \$10.00 | \$8.00 |
| | Informal Instruct'n | \$5.00 | \$3.00 | \$2.00 | \$2.00 |

No fees are refunded. Students may begin at any time of the year. There is no vacation, and each student works independently of any class.

THE SUMMER SCHOOLS.

The Summer Session of the College.

Each summer since 1889 Baylor University has had a summer term of two months duration. The work has proved so satisfactory that by official action of the Board of Trustees the Summer Session has been made a part of the University's regular annual work.

The summer term is conducted by professors and teachers of the University who are not otherwise engaged for the summer months. Leading teachers from other institutions in the State are usually added to the corps of instruction.

In addition to the usual academic and collegiate classes, special inducements in pedagogy and normal studies are offered to teachers and those preparing to teach. Regular recitations of one hour each are conducted daily in all departments, and arduous study is required of every one who would successfully complete the studies assigned.

Appropriate credit toward a degree in the University will be given for each subject successfully completed. The work is taught with the same thoroughness as in the other months of the year, and is offered to those who desire to learn, rather than to those who desire to secure teachers' certificates by the shortest cut.

More detailed information concerning the Summer School is given in the special pamphlet issued each year. Copies of this pamphlet will be furnished upon application to the Registrar of the University.

The Summer Bible School.

The Summer Bible School of Baylor University, organized in 1896, has been successfully maintained for six years, and with a degree of success that has increased with each session.

The purpose of the school is three-fold: (1) To train for a more efficient ministry the young men commended by the churches as called of God to preach—to stimulate many to take a full theological course, to prepare these for the most profitable theological study, and to help, as far as possible, the larger number who can not take a theological course. (2) To equip young people of both sexes for better service in all departments of Christian activity. (3) To popularize the intelligent study of God's Word. The Bible is believed to be the best of classics—its systematic study an indispensable part of a liberal education—its precepts the fountain of law and the conservator of society—its promises the hope of the world.

Fuller information concerning the Bible School will be found in the annual pamphlet. Copies of this pamphlet and other information may be had upon application to Professor Robt. N. Barrett, Secretary.

BAYLOR UNIVERSITY ACADEMY.

The Baylor University Academy offers a three years' course preparatory to college.

To enter the Academy students should have a good knowledge of reading and spelling, should understand the fundamental operations of arithmetic, and should have finished language lessons and geography.

Candidates for admission will be given an examination, either oral or written, in order to determine to what classes they should be assigned.

Upon the completion of any one of the courses outlined, each student will be given a certificate of graduation from the Academy. This certificate will admit the holder to the Freshman class of the course he wishes to pursue in the University.

Any student who desires to have work done elsewhere counted for work done in the Academy should present a certificate from the school where the work has been done.

In Baylor University Academy students have the advantages of: (1) Instruction by college professors; (2) large and enthusiastic classes; (3) daily contact with students of higher attainments; (4) chapel services; (5) libraries; (6) training in literary societies; and, in general, opportunities which are believed to be unsurpassed elsewhere in the State.

FACULTY OF THE ACADEMY.

OSCAR H. COOPER, LL. D.,

President.

WADE HILL POOL, A. B.,

Dean of the Academy and Professor of Latin.

GEORGE RAGLAND, A. B.,

Instructor in Greek.

MIRIAM BUCK, A. B.,

Instructor in English and History.

ALTA JACK, A. B.,

Instructor in Mathematics.

JOHN ARTHUR RAY, A. B.,

Instructor in German and French.

W. C. JAMES, A. B.,

Instructor in Latin and Greek.

EREDERICK EBY, Ph. D.,

Instructor in Psychology.

R. H. HAMILTON, A. B.,

Instructor in General History.

ORLANDO CLARK CHARLTON, A. M.,

Instructor in Science.

D. C. WARREN, A. M.,

Assistant in Science.

W. R. RITCHIE, A. B.,

Assistant in English and Mathematics.

DOROTHY SCARBOROUGH, A. M.,

Instructor in English.

F. G. GUITTARD, A. B.,

Instructor in Latin and Greek.

The Academy Curriculum.

JUNIOR CLASS.

| FALL TERM. | SPRING TERM. |
|--|--|
| <i>Latin I</i> .—First Book through Declensions and Conjugations..... 5* | <i>Latin II</i> .—First Book Completed 5 |
| <i>English</i> .—Grammar II..... 5 | <i>English</i> .—Am. Literature... 3 |
| <i>History</i> .—Our Country..... 5 | <i>History and Civics</i> .—Tex. His. 2 |
| <i>Mathematics</i> .—Arithmetic I, to Percentage..... 5 | Civil Government..... 2 |
| <i>Special</i> .—Grammar I. Geography..... | <i>Mathematics</i> .—Arithmetic II, through Percentage, Proportion, Square Root..... 5 |

MIDDLE CLASS.

FALL TERM.

| A. B., PH. B., AND B. L. STUDIES. | B. S. STUDIES. |
|--|---|
| <i>Latin</i> .—Second Year Latin and Grammar 5 | <i>Latin</i> .—Second Year Latin and Grammar 5 |
| <i>English</i> .—English Literature 3 | <i>English</i> .—English Literature 3 |
| <i>History</i> .—General History I 3 | <i>History</i> .—General History I. 3 |
| <i>Science</i> .—Physiology 4 | <i>Science</i> .—Physiology 4 |
| <i>Mathematics</i> .—School Algebra I, through Factors and Multiples 5 | <i>Mathematics</i> .—School Algebra I, through Factors and Multiples..... 5 |
| | <i>Electives</i> —Bookkeeping, Drawing..... 3 |

SPRING TERM.

| A. B. STUDIES. | PH. B., B. L., B. S. STUDIES. |
|--|---|
| <i>Latin</i> .—Caesar and Composition 5 | <i>Latin</i> .—Caesar and Composition 5 |
| <i>Greek I</i> .—First Book..... 5 | <i>German I</i> .—Harris' German Lessons, (B. L and Ph.B.) 5 |
| <i>Science</i> .—Physical Geog'phy 4 | <i>Science</i> .—Physical Geog'phy 4 |
| <i>History</i> .—Gen. History II... 3 | <i>History</i> .—Gen. History II.. 3 |
| <i>Mathematics</i> .—School Algebra II, to Quadratic Equations 5 | <i>Mathematics</i> .—School Algebra II., to Quadratic Equations 5 |
| | <i>Plane Geometry I</i> .—Two books, (for B. S. students only) .. 3 |
| | |

*Numerals indicate the number of recitations a week.

SENIOR CLASS.

FALL TERM.

| A. B. STUDIES. | B. S. STUDIES. |
|---|--|
| <i>Latin.</i> — Cicero's Orations Against Catiline and De- fense of Archias..... 5 <i>Greek II</i> — First Book Com- pleted. Xenophon, one book..... 5 <i>English.</i> — Rhetoric I..... 3 <i>Science.</i> — Physics I..... 4 <i>Mathematics.</i> — School Alge- bra III. Completed..... 2 Plane Geometry I., two books..... 3 | <i>Latin.</i> — Cicero's Orations Against Catiline and De- fense of Archias..... 5 <i>German I.</i> — Harris's German Lessons..... 5 <i>English.</i> — Rhetoric I..... 3 <i>Science.</i> — Physics I..... 4 <i>Mathematics.</i> — School Alge- bra III. Completed... .. 2 Plane Geometry II. Com- pleted..... 3 |
| PH. B. STUDIES. | B. L. STUDIES. |
| <i>Latin.</i> — Cicero's Orations Against Catiline and De- fense of Archias..... 5 <i>German II.</i> — Joynes-Meissner Andersen's Maerchen... 5 <i>English.</i> — Rhetoric I..... 3 <i>Science.</i> — Physics I..... 4 <i>Mathematics.</i> — School Alge- bra III. Completed..... 2 Plane Geometry I., two books..... 3 <i>Pedagogy I.</i> — Principles and Practice of Teaching. Elective..... 3 | <i>Latin.</i> — Cicero's Orations Against Catiline and De- fense of Archias..... 5 <i>German II.</i> — Joynes-Meissner; Andersen's Maerchen... 5 <i>English.</i> — Rhetoric I..... 3 <i>Science.</i> — Physics I..... 4 <i>Mathematics.</i> — School Alge- bra III. Completed..... 2 Plane Geometry I., two books..... 3 <i>Pedagogy I.</i> — Principles and Practice of Teaching. Elective..... 3 |

SPRING TERM.

| A. B. STUDIES. | B. S. STUDIES. |
|--|--|
| <i>Latin.</i> — Virgil's Aeneid, three books..... 3 <i>Greek III.</i> — Xenophon, four books, Exercises in Greek Composition..... 5 <i>English.</i> — Rhetoric II..... 3 <i>Science.</i> — Physics II..... 4 <i>Mathematics.</i> — Arithmetic III. 2 Plane Geometry II., Com- pleted..... 3 | <i>Latin.</i> — Virgil's Aeneid, three books..... 3 <i>German.</i> — Joynes-Meissner; Andersen's Maerchen... 5 <i>English.</i> — Rhetoric II..... 3 <i>Science.</i> — Physics II..... 4 <i>Mathematics.</i> — Arithmetic III. 2 Solid Geometry III..... 3 |

SPRING TERM.

| PH. B. STUDIES. | B. L. STUDIES. |
|---|---|
| <i>Latin.</i> —Virgil's Aeneid, three books..... 3 | <i>Latin.</i> —Virgil's Aeneid, three books..... 3 |
| <i>German III.</i> —German A. of the College..... 3 | <i>German III.</i> —German A. of the College..... 3 |
| <i>English.</i> —Rhetoric II..... 3 | <i>English.</i> —Rhetoric II..... 3 |
| <i>Science.</i> —Physics II..... 4 | <i>Science.</i> —Physics II, or Bot- any I..... 4 |
| <i>Mathematics.</i> —Arithmetic III 2 | <i>Mathematics.</i> —Arithmetic III. 3 |
| Plane Geometry II. Com- pleted..... 3 | Plane Geometry II., Com- pleted..... |
| <i>Pedagogy II.</i> —Elements of Psychology and Continu- ation of Pedagogy I..... 3 | <i>Pedagogy II.</i> —Elements of Psychology and Continu- ation of Pedagogy I..... 3 |

Detailed Statement of Academy Courses of Study.

LATIN.

Latin I. Five months' work. Forty-two lessons in Collar and Daniell's First Latin Book. Thorough drill on declensions, conjugations, vocabularies, and exercises in reading and composition.

Latin II. Five months' work. Completing and re-viewing Collar and Daniell's First Latin Book.

Second Year Latin. Five months' work. Reading of stories, fables, and biographies in connection with Grammar and Composition. Using Greenough, D'Ooge, and Daniell's new book.

Cesar. Reading of not less than three books of the Gallic Wars in connection with Grammar and Com-position.

Cicero. Six orations. For Seniors in the Academy. Fall term.

Virgil. Three books. For Seniors in the Academy. Spring term.

All Latin classes in the Academy except Virgil recite five hours per week. The Roman method of pronuncia-tion is used.

GREEK.

Greek I. Five months' work. Forty-two lessons in White's First Greek Book.

Greek II. Five months' work. White's First Greek Book completed.

Greek III. Xenophon. Reading of three or more books, with drill in forms. Goodwin's Greek Grammar; Higley's Greek Composition. Classes recite five hours per week.

ENGLISH.

Grammar I. Five months' work; Hyde's Grammar No. II.

Grammar II. Thorough mastery of the principles of good English. Analysis of sentences; Parsing. Construction of sentences. Correction of common errors. The choice and use of proper forms of expression. Whitney and Lockwood's Grammar will form the basis for class work.

Rhetoric and English Composition. The study of Rhetoric and Composition will constitute the work of both terms of the Senior Academic year. Three hours a week.

English Literature. The study of American Literature for the Spring term of the Junior Academic year, and of British Literature for the Fall term of the Middle Academic year, will occupy three hours a week.

GERMAN.

German I. Harris's German Lessons, Exercises, Conversation, and Reading. Five recitations weekly during the Fall term. Elective for A. B. students in the College.

German II. Joynes-Meissner's German Grammar for Beginners. Five recitations weekly during the Spring term. Required of the Senior Academic Class in the B. S. course. Elective for A. B. students in the College.

German III. Required of students in B. L. and Ph. B. courses. Same course as German A. in the College.

HISTORY AND CIVICS.

The Academy Course in History embraces Texas History, United States History, and General History. Five months are devoted to each of the first two, and ten months to General History. See Curriculum.

Five months are given to the Civil Government of the United States and of Texas. Five hours per week.

Texts: Pennybacker, Myers, Thorpe, Garrison, and The History of Our Country.

NATURAL SCIENCES.

The work offered in this department will include courses in Physiology, Physical Geography, Physics, and Botany.

Physiology. Text—Martin's Human Body; Briefer Course, Revised. Fall term. Middle Academic class. Four hours a week. The careful study of the text will be supplemented by lectures on the human body, digestion and respiration, foods and nutrition, the effects of alcohol, and the nervous system. Charts will be used, and blood, cartilage, bone, and other tissues will be exam-

ined under the microscope, and dissections of some parts of domestic animals will be made.

Physical Geography. Text—Davis' Physical Geography. Spring term. Four hours a week. Every student in the class is expected to have and use a common school geography. The accurate description of the phenomena considered and the logical statement of their causes will be insisted on. The processes by which the various physiographic features of the earth are determined and modified are specially emphasized. The daily weather maps of the United States Weather Bureau, the maps of the United States Geological Survey, the apparatus and museum collections used in collegiate work, constitute important aids to the study.

Physics I and II. Text—Cooley's Manual of Physics, each term; four hours per week. A knowledge of school algebra and Plane Geometry is pre-requisite to the best work in Physics. Effort will be made to acquaint the students with methods of laboratory work. Notes describing experiments conducted by themselves or the instructor will be required. Simple machines, the pendulum, specific gravity, pneumatics, the more common phenomena of heat, and simple experiments in light and electricity will receive attention.

Botany. Text—Bergen's Foundations of Botany. Spring term, three hours per week. The course is intended to give the student a general view of the plant kingdom. Considerable attention is given to flowering plants. Note-book drawings and descriptions of plants studied are determined by aid of the manual. Students use the best of dissecting microscopes in their work.

Botany is given in the Academy only to those pursuing the B. L. course. Physics may be taken instead. Botany may, however, be taken as an extra, by anyone prepared for the subject.

MATHEMATICS.

Arithmetic I. Text—White's New Complete. Five months' work. Studying carefully all subjects to Percentage. Reciting five hours each week.

Arithmetic II. Same text—Five months' work. Finishing the book. Five hours recitation per week.

Arithmetic III. Review of five months, two hours recitation per week. Work selected from various text books.

Algebra I. Text—Wentworth's New School Algebra. Five months' work. Solving questions of first degree, and mastering thoroughly the subjects of factoring and multiples. Reciting five hours per week.

Algebra II. Same text—Five months' work. A careful study of fractions, elimination, involution, evolution, radicals, and simple quadratics. Book finished to page 281.

Algebra III. Same text—School Algebra, completed and thoroughly reviewed. Five months' work, recites two hours per week.

Geometry I. Text—Phillips and Fisher. Five months' work, reciting three hours per week. Completing books I and II of Plane Geometry.

Geometry, II. □ Same text—Five months work, reciting three hours per week. Finishing books III, IV, and V of Plane Geometry.

Geometry III. Text—Phillips and Fisher's Solid Geometry. Required in the Academy for B. S. degrees only. Five months' work, reciting three hours per week.

PEDAGOGY.

Under the Department of Pedagogy special courses open to all Academy students will be offered in the Fall and Spring terms. Classes will be held three hours a week. Text-books will be used, but they will be supplemented in all cases by lectures and explanations by the Professor. These courses are intended especially to fit students for practical teaching in elementary schools, to interest them in the study of Pedagogy, and to prepare them for the State examinations for first, second, and third grade certificates. Opportunities will be presented for visiting schools, and for observing the best methods of instruction and discipline. The following advanced courses are also open to advanced students in the Academy: History of Education, School Management, Child Study, Educational Hygiene.

Pedagogy I. Fall term. Principles and Practices of Teaching. This course will treat the main problems of educational psychology, and will indicate the laws of mental and physical development. The principles of method, the preparation and selection of lessons, and the best ways of conducting recitations will be carefully discussed. The best methods of teaching elementary branches will be shown, and the general attitude of the teacher to the child will be studied.

Pedagogy II. Spring term. Organization and management. Special attention will be directed to the principles of discipline and school management. Ques-

tions of seating, punishment, programmes, maintenance of order, examinations, grading are carefully discussed, and also the means for moral instruction. Lectures of an historic character depicting notable educators and schools will be given. Visits will be made for observation of the best methods of instruction and discipline.

OTHER SUBJECTS.

Classes will be formed for those students who may need instruction in Spelling, Geography, Penmanship, and Reading. A course in Elementary Double Entry Bookkeeping is offered. Also a brief course in the Elements of Drawing.

REGULATIONS REGARDING STUDENTS.

Registration and Matriculation.

Students are expected to report to the President promptly on arriving in Waco, and to present themselves for registration and matriculation without delay.

Discipline.

The University is a great literary family, bound together by mutual interests and kindly offices, and its discipline is parental in character. Students are trained to act from principle. Cases requiring severe discipline are rare.

Students are required to pursue diligently the course of study prescribed. In case of failure to maintain a satisfactory standing, either in study or in conduct, warning is given, and if improvement does not follow the penalty of removal from the class or suspension from the University may be imposed.

Attendance on Religious Services.

Attendance at Chapel services is required of all students in the University, except such as are specially excused.

All students are expected to attend divine services at the church of the student's or parent's choice at least once every Sunday. Students are urged to connect themselves, either as pupils or teachers, with a Sunday school class.

Assignment of College Rooms.

The occupants of a room in the college buildings will be held responsible for any disorder occurring therein.

In the assignment of rooms in the college buildings, those students may be excluded whose rooms have been reported to the Faculty for disorder at any time during the previous year.

No student shall occupy a college room during vacation without leave from the Registrar and the approval of the Superintendent of the hall.

In the assignment of college rooms, a student whose bill is unpaid will not be permitted to retain or choose a room.

Standing.

Monthly reports of the standing of all students are sent to parents or guardians, based upon the following scale of grading:

Grade A, 90-100.

Grade B, 80-90.

Grade C, 70-80.

Grade D, 60-70.

Grade E, 50-60.

Grade F, below 50.

A student who has a recitation standing below E for the term, or a recitation standing of E and an examination standing of B or any lower grade, or a recitation standing of C and an examination standing of E or any lower grade, or a standing of D both in recitation and examination, *fails to pass*.

Number of Recitation Hours.

No collegiate student is permitted to take less than twelve hours of recitation work per week nor more than sixteen, except by special action of the Faculty. A student may be excused from an assigned duty only by the President upon recommendation of the instructor in charge.

Attendance.

Absence from exercises, either chapel or class, will be excused only on satisfactory evidence of serious illness, and for other extremely urgent reasons, such as the serious illness or death of a friend.

Permission of withdrawal from the University will not be granted except for ill health, inability to pursue college duties, or some unavoidable necessity, or upon the written request of the parent or guardian. It is earnestly requested that no parent withdraw his son or daughter for trivial causes just before the term examination. Such withdrawals are highly injurious to the student.

Any student who shall leave the University without permission signed by the President shall be suspended *ipso facto*.

For fuller information with regard to the regulations governing the internal life of the University the student is referred to the pamphlet of *Rules*.

PECUNIARY AID AND EXPENSES.

Ministerial Aid.

Free tuition in the College and the Theological Department is given to any applicant who is a member of a regular Baptist church and brings a certificate from that church that he has been licensed or ordained, and is at the present time worthy of such help.

If an applicant desire other help than free tuition, then, in addition to the foregoing conditions, his church, his association, or his brethren, must endorse for him by pledging to share with the Board of Trustees the expense of his board, which will be in round numbers about \$100 a year. Of this amount at least \$50 should come from his friends as a substantial mark of their confidence. The Board of Trustees may, on sufficient evidence of need and worthiness, extend their part of the help to the maximum of \$50.

A further condition of receiving aid from the Ministerial Aid Fund is that the student shall carry on successfully courses of study amounting to at least fourteen hours of recitation a week. Low monthly grades, poor attendance, or failure in final examinations shall be sufficient grounds for discontinuing help.

No aid from the Ministerial Aid Fund will be given to any student during his first quarter in the University.

Since the disbursement of this fund is not a charity, but an investment in the efficiency of the Baptist

ministry, preference will be given to men who have not only the desired moral qualifications, but who show the ability and the disposition to profit highly by college training.

All ministerial students are required to carry regularly at least one study in the Department of Theology, unless excused by the Ministerial Aid Committee.

All students desiring to avail themselves of aid should open correspondence, before the college term begins, with Dr. B. H. Carroll, Dean of the Department of Theology, who will consider the details of applications and give all additional information, and who is authorized to consummate all other necessary arrangements.

All applications for aid must be passed by the Ministerial Aid Committee, which, at the request of the General Convention, is appointed by the Board of Trustees.

Aid for Ministers' Children.

Minor children of Baptist ministers actively engaged in the ministry as a life work and in hearty co-operation with the University, may have free tuition in the College and in the Theological Department. The same benefit is offered to minor children of deceased Baptist ministers, who, when living, complied with these conditions.

But as Baylor University is as yet without endowment, and is greatly burdened in educating the large number of beneficiaries that yearly come to its halls, free tuition is allowed to ministers' children in the Academy only in the Senior year.

Fellowships and Scholarships.

The Alumni Fellowship in English was instituted in 1896 by gifts of money from members of the Alumni Association. The income is about two hundred dollars per annum. This fellowship is open only to graduates of Baylor University.

The Philomathesian Scholarship, established in 1897 by a gift of money from the Philomathesian Society, is awarded annually to the member of that society who wins first rank in an oratorical contest, and whose society and college record is satisfactory. The income of this scholarship is applied to the payment of the tuition of the holder for one year.

The Erisophian Scholarship, established in 1889 by a gift of money from the Erisophian Society, is awarded annually to a member of that society who wins the first rank in an oratorical contest, and whose society and college record is satisfactory. The income of this scholarship pays the tuition of the holder for one year.

The Calliopean and the *R. C. B. Scholarship*, similar in purpose to the last two mentioned, are not yet available.

The Philomathesian Library Scholarship, established by the Philomathesian Society, of the value of sixty dollars, is awarded to the Philomathesian Librarian.

Ministerial Endowment Scholarships. For the session of 1901-1902 fourteen scholarships from the Ministerial Aid Fund were awarded to ministerial students for excellence in standing.

Medals and Prizes.

The DeGraffenried Gold Medal, the gift of Hon. R. C. DeGraffenried, M. C., is awarded to that student, undergraduate or graduate, who shall win first place in debate.

The Extemporaneous Speaker's Medal, of the value of twenty-five dollars, is offered by Professors Dickinson and Ritchie for excellence in extemporaneous speaking.

The Vocal Music Medal is offered for excellence in vocal music.

The Athletic Cup, of the value of sixty dollars, is offered for general excellence in college athletics.

Military Medals. Three gold medals are awarded in the Military Department: (1) to the cadet that makes most improvement during the year; (2) to the best drilled cadet; (3) to the captain of the best drilled company.

Music Medals. Four gold medals are awarded in the Music School for the greatest improvement made during the year in instrumental music.

The Townsend Prize, of twenty-five dollars, offered by Rev. E. G. Townsend, of Belton, is awarded to that student of the University who makes the highest grade in a special written examination in the English Bible.

The Gaddy Prize, of twenty five dollars, offered by the Rev. J. M. Gaddy, of Waco, is awarded to that student of the University who shall repeat from memory the largest number of verses from the English Bible.

The Adelpian Society Prize, a money prize of twenty-five dollars, is offered for the best oration by a member of the Adelpian Society.

Expenses.

All fees are payable to the Registrar quarterly in advance, except the incidental and chemistry fees, which are paid each term, and the matriculation fee, which is paid only once.

| | |
|---|---------|
| Matriculation fee (paid once)..... | \$ 5.00 |
| Incidental fee, per term..... | 2.50 |
| Laboratory fee, per term..... | 5.00 |
| Graduation fee, including diploma..... | 10.00 |
| Board in Burleson Hall, for young ladies, per quarter..... | 31.50 |
| Room rent Houston Hall, per quarter..... | 5.00 |
| Contingent fee, Houston and Burleson Halls, Deposit..... | 2 50 |

TUITION.

| | |
|---|---------|
| Academy, per quarter..... | \$12.50 |
| College, per quarter..... | 15.00 |
| One special course (not more than five hours per week), per quarter..... | 7.50 |
| Instrumental Music, under Director, per quarter | 15.00 |
| Instrumental Music, regular, per quarter..... | 12.50 |
| Vocal Music, per quarter..... | 12.50 |
| Harmony in Class, per quarter..... | 7.50 |
| Sight Singing and Chorus Drill (in class), per term | 5 00 |
| Use of Piano, one hour per day, per quarter..... | 2.50 |
| Use of Piano, two and one-half hours per day, per quarter..... | 5.00 |
| Additional hours, pro rata. | |
| Painting and Drawing, one course..... | 12.50 |
| Painting and Drawing, two courses..... | 25.00 |

| | |
|--|-------|
| Elocution and Oratory (in class) per quarter | 6.25 |
| Elocution and Oratory (individual lessons), per quarter | 12.50 |

ESTIMATE OF NECESSARY EXPENSES FOR
TEN MONTHS.

| | MODERATE | LIBERAL | VERY LIBERAL |
|-----------------------------|----------|----------|-----------------|
| Board, fuel, and lights . . | \$ 90.00 | \$125.00 | \$150.00 |
| Tuition: { Academy | 50.00 | 50.00 | 50.00 |
| { College | 60.00 | 60.00 | 60.00 |
| Matriculation fee | 5.00 | 5.00 | 5.00 |
| Incidental fee | 5.00 | 5.00 | 5.00 |
| Books and Stationery . . | 10.00 | 15.00 | 25.00 |
| Laundry | 10.00 | 13.00 | 20.00 |
| TOTAL: { Academy | \$170.00 | \$213.00 | \$225.00 |
| { College | \$180.00 | \$223.00 | \$265.00 |

PAYMENT OF FEES.

All fees, including board in Georgia Burleson Hall, are payable in advance to the Registrar, as follows: tuition and board, quarterly; incidental fee, semi-annually; matriculation fee, on entrance. No student is admitted to any class in the University until the fees have been paid.

Students entering during the first two weeks will be charged for the full quarter.

No money will be advanced on the current expenses of students. Parents are advised to make a deposit with the Treasurer to meet such expenses. .

Boarding Accommodations.

HOUSTON AND COWDEN HALLS.

A large number of young men room and board in the the old University buildings, on the corner of Fifth and Webster streets. The buildings have been recently remodeled and make a beautiful dormitory for young men.

Each student pays \$2 per month room rent. Each room is usually occupied by two students. Students provide their own furniture and care for their own rooms.

The average cost of table board, room rent, furnishing of room, fuel, and light does not exceed \$12 per month, and in many cases is considerably less.

No student will be received into the halls except on evidence of good moral character, and no student will be retained if his conduct is not exemplary. Boarding at these halls has proved eminently satisfactory, and the Faculty earnestly commend it to students. Both halls are under the special supervision of Professor and Mrs. R. H. Hamilton.

BURLESON HALL.

Non-resident lady students are required to room and board in Burleson Hall, the dormitory for young ladies, which is under the special supervision of Dr. and Mrs. A.H. Newman. The building is heated with steam, lighted with electricity, supplied with hot and cold baths, and contains accommodations for one hundred and twenty-five students. The Dining Hall, a handsome two story building, connected with the main building by an artistic glass-enclosed corridor, has accommodations for about two hundred persons.

As a dormitory for young ladies, Burleson Hall is believed to be unsurpassed in equipment in the South. Young ladies boarding in it have the advantage of better accommodations than can be had elsewhere at the same rates, systematic hours for study and recreation, protection against any kind of intrusion or interruption of study, and the watchful care and counsel of the Superintendent and the lady teachers in all matters of general deportment and social etiquette.

Each young lady is required to furnish the following articles for use in her room: two blankets, sheets, pillow cases, napkins, napkin rings, brushes, combs, soap, towels, knife and fork, a spoon, a saucer, and a goblet.

Each young lady is required to have every article of her wardrobe legibly marked with her name. Each student should be supplied with comfortable wraps, rubbers, and umbrella.

Young ladies coming from a distance to enter the University are requested to notify the Superintendent, in advance, of the time of their arrival. Young ladies visiting home during the session are requested to observe the same rule.

Young ladies are expected to provide themselves with simple, inexpensive uniforms, which must be worn on all public occasions.

All mail matter, express packages, telegrams, and money for young ladies should be sent in care of Baylor University.

BOARD IN PRIVATE FAMILIES.

Board in private families may be had at from \$10 to \$15 per month. Young men who board in private families are subject to the following requirements: (1) Before

any arrangement for board can be regarded as binding it must be approved by the Boarding House Committee of the Faculty, who will keep a list of approved boarding houses for the convenience of students. (2) Any change of boarding house is subject to the approval of the same committee. (3) The committee may require a student to make a change of boarding place for sufficient cause. (4) Families refusing to co-operate in the discipline of the University will be stricken from the list of approved boarding houses.

Young ladies may board with a near relative who will see that all rules of the University are faithfully observed, and report to the faculty every violation of law. In special instances, young ladies over twenty-one years of age, or young ladies who are defraying their own expenses by work, may board with the family of a professor of the University, or, by special Faculty action, with other families.

UNIVERSITY ORGANIZATIONS.

Literary Societies.

There are in the University five literary societies. The Philomathesian, the Erisophian, and the Adelphian are for young men; the Calliopean and the Rufus C. Burleson are for young ladies. Each of these societies holds regular weekly meetings for improvement in debate, oratory, parliamentary usage, and other literary exercises. Each of the societies for the young men has a hall appropriated to its use in the main building, and owns a library in its own right. The Adelphian society, for ministerial students, devotes itself chiefly to Biblical and theological subjects. All these societies are in a flourishing condition, and form a most important part of the intellectual and social life of the University. Every student is urged to become an active member of one of these societies.

University Clubs.

The Philological Club, an organization for philological research in ancient and modern languages, is open to members of the Faculty and such advanced students as may be recommended by a member of the Faculty for admission.

The Philosophical Club is open to members of the Faculty and advanced students. Its object is to promote an interest in philosophical study for its own sake,

and to conduct fuller investigation and freer discussion than is offered in the class-room.

The Scientific and Mathematical Club is open to members of the Faculty and students in the College. Its object is to promote scientific investigation and research, and to keep its members in touch with the more advanced work in science and mathematics of the present day.

The Historical and Sociological Society is open to all collegiate students. Its object is to promote special study of historical and sociological subjects.

Each University Club has its stated meeting once in each scholastic month.

The Students' Christian Association.

The Student's Christian Association, organized by the students of the University, meets every Friday night in the students' prayer meeting and conducts under its auspices various forms of religious work among the students and in the vicinity of the University. It exerts a strong influence on the religious and moral life of the University and special efforts are made to bring every student under its influence.

The Athletic Association.

The Athletic Association, organized among the students, and open to the members of the Faculty, has for its object the promotion of such athletic sports as are in harmony with the laws of physical, mental, and moral development. The constitution, as amended in the winter of 1902, provides for an economical and wholesome administration of athletic interests. The

officers are a President, a Vice-President, a Secretary, a Business Manager for each athletic team, and a Property Man. The affairs of the Association are directed mainly by the Advisory Board—a committee consisting of two members of the Faculty, the Registrar of the University, the Vice-President of the Association, and the Business Manager. The Faculty maintains a general supervision by means of its committee on athletics.

The Faculty and the students are agreed that athletics must be conducted on the high plane of wholesome, amateur college sport. When athletics are conducted on this plane there can be little doubt of their value to the college student.

The by-laws of the Constitution of the Association contain the following provisions with regard to participants in athletic contests:

1. No one shall participate in any match game or athletic contest unless he be a *bona fide* student doing full work in a regular or special course as defined in the curriculum of Baylor University.

2. No person shall be admitted to any contest who receives any gift, remuneration or pay for his services on the college team.

The regulations of the Faculty contain the following requirement with regard to standing:

No student is allowed to represent the institution in any athletic organization, as officer, member, or substitute, if he is under discipline for irregularity of attendance or conduct, or under warning for low standing, or if his average mark for the preceding term was below passing standing.

By means of a gift of one thousand dollars from Mr.

Lee Carroll, of Beaumont, the Association has recently made large improvements on the athletic field, which now affords the best of facilities for all forms of out-of-door sports.

University Alumni Association.

The University Alumni Association meets annually in Commencement week. Its officers, elected June 4, 1902, are:

| | |
|------------------------------|--------------------------|
| O. I. Halbert | President. |
| O. C. Payne..... | 1st Vice-President. |
| Z. C. Taylor..... | 2nd Vice-President. |
| Mrs. Rosa King Fitzhugh..... | 3rd Vice-President. |
| W. H. Pool..... | Treasurer. |
| J. B. Johnson..... | Secretary. |
| Miss Dorothy Scarborough.. | Corresponding Secretary. |

UNIVERSITY PUBLICATIONS.

The Baylor Bulletin.

The Baylor Bulletin, a quarterly magazine edited by the Faculty, is the official organ of the University and publishes the quarterly announcements of courses of study, the annual catalogue, and articles contributed by members of the Faculty and other writers on educational subjects.

The Baylor Literary.

The Baylor Literary is a monthly magazine published by the Philomathesian and Erisophian Societies. It is the medium for the publication of the larger literary productions of the student body. Its purpose is to furnish to every student a means for the expression and and cultivation of literary talent.

The Lariat.

The Lariat is a weekly paper issued under the direction of the Board of Control made up from the Faculty, the alumni, and the student body. Its purpose is principally to give the weekly news of the University. It is devoted largely to the activities of the various University organizations.

THE LIBRARIES AND THE MUSEUM.

There are now in the various libraries of the University upwards of ten thousand volumes. The University library contains about four thousand volumes; about six thousand volumes are distributed among the libraries of the Philomathesian, the Erisophian, and the Adelphean societies and the special libraries of various departments of instruction, the departments of Pedagogy and Philosophy having the largest number.

Upon the completion of the F. L. Carroll Library building, which will be one of the largest and best appointed library buildings in the South, it is expected that all these various libraries will be brought together and organized in one general library under the supervision of the University Librarian.

Accessions to the various libraries during the session of 1901-1902 number about two thousand volumes, of which about seventeen hundred were to the University library. The largest of these accessions were the private library of the late Professor John S. Tanner, about one thousand volumes, and that of Rev. J. B. Link, about four hundred and sixty volumes. The following is a list of donors to whom grateful acknowledgment is made for valuable books:

| | |
|---------------------------------|--------------|
| Mr. and Mrs. T. D. Goodwin..... | Anson, Texas |
| Mrs. J. C. Womble..... | Anson, “ |
| Hon. Geo. Clark..... | Waco, “ |
| Rev. C. Smith..... | Waco, “ |
| E. W. Blinn..... | Waco, “ |
| D. C. Warren..... | Waco, “ |
| M. B. Davis | Waco, “ |
| Dr. A. H. Newman..... | Waco, “ |
| Dr. O. H. Cooper..... | Waco, “ |
| Mrs. H. A. Chappell..... | Waco, “ |

Now that the University has in course of erection a library building commensurate with the demands of modern University use, it is hoped that the friends of the University will continue their contributions, and that from some source may come a donation that will enable the University to fill this building with books.

The Museum.

The Museum has become an important factor in the scientific work of the institution. In Zoology, Geology, Archaeology, and Mineralogy the collections are of decided value. The collection of Meteorites includes the Mart iron and part of the Fayette County fall.

The collection of bird eggs includes more than 700 species, all properly classified. Much valuable material is still packed away for lack of room and cases. But upon the completion of the Carroll Science Hall ample facilities will be provided for the proper preservation, study, and display of all museum material.

CATALOGUE OF STUDENTS.

1901-1902.

Graduate Students.

Aldredge, Eugene Perry, A. B., Baylor, 1900.... Mexia.
 Duncan, Marcus Homer, A. B., Baylor, 1899..... Wylie.
 James, Wm. C., A. B., Richmond College, 1893.... Waco.
 Lumpkin, James Claude; B. L., Baylor, 1899; L. L. B.,
 University of Texas, 1900..... Waxahachie.
 Ritchie, William Riley, A. B., U. of Ga., 1900. Tulsa, I. T.
 Simondo, James Persons, A. B., Baylor, 1901.. Decatur.
 Taylor, Eunice, A. B., Baylor, 1901.. Alamogordo, N. M.
 Tidwell, J. B., A. B., Howard College..... Decatur.
 Warren, David Cassius, B. S., Baylor, 1894..... Waco.

Students in the Department of Instruction by Correspondence.

Aldredge, Eugene Perry..... Mexia.
 Ammons, Evander..... Houston.
 Batson, John Thomas..... Rogers Prairie.
 Carver, Wm. C..... Decatur.
 Duncan, Marcus Homer..... Wylie.
 Ellis, R. T..... Corsicana.
 Fisher, Corinne..... Waelder.
 Harrison, Olin C..... Seymour.
 Hartfield, Zuma Rice..... Waco.
 Hudson, C. P..... Waco.

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|-----------------------------|----------------|
| Lumpkin, Jack Claude..... | Waxahachie. |
| McDonald, W. C..... | Waco. |
| Simonds, James Persons..... | Decatur. |
| Smith, M..... | Mineral Wells. |
| Taylor, Eunice..... | Alamogordo. |
| Tidwell, J. B..... | Decatur. |
| Warren, David Cassins..... | Waco. |

Senior Class.

| | |
|---------------------------------|-------------------|
| Batson, Joseph Thomas..... | Rogers Prairie. |
| Battle, May Belle..... | Waco. |
| Brittain, Wm. Elbert.. | Waco. |
| Dancer, Benj. Franklin..... | Waco. |
| Edwards, Lena Lee..... | Waco. |
| Fisher, Corinne..... | Waelder. |
| Fulbright, Rufus Clarence. | New Boston. |
| Gates, Isaac Edward..... | Waco. |
| Green, John Hamilton | Cherry Ridge, La. |
| Hartfield, Zuma Rice..... | Waco. |
| Jones, Joseph Marion..... | Ocker. |
| Jones, Lizzie Carroll..... | Copeville. |
| Kendall, Sara Rose..... | Waco. |
| Lattimore, Samuel Harrison..... | Dublin. |
| Lindsey, Maggie May..... | Lancaster. |
| McCarty, Milburn..... | Granger. |
| Miller, James Jackson..... | Moody. |
| Payne, Oscar Cæsar..... | Waco. |
| Pearce, Joseph..... | Garland. |
| Pool, Jesse Burgess..... | Cedar Hill. |
| Prince, William Henry..... | Waco. |
| Richey, Harvey Mac..... | Waco. |

| | |
|------------------------------|-------------|
| Scofield, Houston..... | Hillsboro. |
| Slaughter, C. C..... | Dallas. |
| Tedford, John Henry..... | Mt. Vernon. |
| Weatherby, Oscar Morris..... | Hubbard. |
| York, Milton Garrett..... | Giddings |

Junior Class.

| | |
|-------------------------------|----------------|
| Benson, James Horatio..... | Waco. |
| Bogges, Offa Shivers..... | Waco. |
| Bogges, Annie Lou..... | Waco. |
| Brooks, Thomas Dudley..... | Milford. |
| Bryan, Vernon Alva... .. | Hubbard. |
| Buck, Nellie..... | Waco. |
| Carpenter, Anise Lavinia..... | Mart. |
| Carroll, Wm. Gilbert..... | Buna. |
| Clegg, Jessie..... | Trinity. |
| Cranfill, Tom Edwin, Jr..... | Dallas. |
| Crouch, Arthur Buford..... | Heidenheimer. |
| Dawson, Joe Martin..... | Italy. |
| Dunn, Mark Morton..... | Altoga. |
| Elder, John Walter..... | Quanah. |
| Everson, Wm. Graham..... | Norwalk, Ohio. |
| French, Eleanor Irene..... | Big Springs. |
| Grant, Pet..... | Waco. |
| Greer, Lillian Lee..... | Waco. |
| Halbert, Ada..... | Waco. |
| Halbert, Olive..... | Waco. |
| Head, John Howard..... | Waco. |
| Head, James Lloyd..... | Waco. |
| Holt, Judd Brooks..... | Victoria. |
| Jeter, Alfa..... | Cameron. |
| League, Edith..... | Waco. |

| | |
|---------------------------------|-----------------|
| Lockett, Basil Lee | Vernon. |
| Logue, John Gibson | Columbus. |
| McCrary, Jno. H. Reagan | Calvert. |
| McDonald, Geo. Washington | Rogers Prairie. |
| Matthews, Gertrude | Waco. |
| Mims, Lewis Johnston | Waco. |
| Moore, James Boyd | Hereford. |
| Morris, Tom Margernon | Hubbard. |
| Nash, Elihu Reuel | Waco. |
| Reynolds, John Pitts | Alvarado. |
| Shimmins, Eloise | Galveston. |
| Vining, Ben Wallace | Rusk. |
| Wayman, James William | Granger. |
| Wemyss, Ruby | Waco. |

Sophomore Class.

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| Barron, John Hiram | Waco. |
| Barron, Ollie Belle | Waco. |
| Barron, Fred Cicero | Plano. |
| Batson, Clifford Lee | Rogers Prairie. |
| Burke, Mattie | Powell. |
| Carver, Chas. Spencer | Whitney. |
| Casey, Lucy | Celeste. |
| Clay, Chas. Lewis | Moody. |
| Cornelius, Eugene Stanley | Maple Grove, Ala. |
| Covington, Wm. Roper | Meridian. |
| Damon, Henry Gordon | Corsicana. |
| Dickson, Edwina Ethel | Waco. |
| Fisher, Homer Buckner | Dallas. |
| Fitzhugh, Mary | Waco. |
| Garrett, Herbert Spencer | Palo Pinto. |
| Gowdy, Lena | Jacksboro. |
| Harrison, Olin C | Seymour. |

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| Henderson, Boyce Hicks | Yoakum. |
| Hicks, John | Rockdale. |
| Hill, Vernon | Oenaville. |
| Isaacs, Burford Kiss | Rockdale. |
| Little, Dora Deane | Mart. |
| McDonald, James Frank | Celeste. |
| Maxwell, Otis Allen | Kellyton Ala. |
| Miller, Liska | Mexia. |
| Neale, Edwin E | Leonard. |
| Norris, John Franklin | Mt. Calm. |
| Sanders, Minnie | Waco. |
| Shimmins, Celeste | Galveston. |
| Simmonds, Daisy | Oenaville. |
| Surratt, John Edward | Waco. |
| Surratt, Odo | Waco. |
| Timmons, Robt. Lewis | Waxahachie. |
| Tirey, Everett Homer | Boz. |
| West, Ellison Penn | Waco. |
| Willis, Joseph Albert | Granger. |
| Willis, Joel Selman | Waco. |

Freshman Class.

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| Abbott, John Thomas | Mart. |
| Adams, Felix M | Celeste. |
| Adams, Tandy Young | Dripping Springs. |
| Ahrens, Edward | Dallas. |
| Arnold, Oran Albertus | Omen. |
| Bagby, Cheney Cicero | Navasota. |
| Bagby, Taylor | Bahia, Brazil. |
| Bennett, Mac Leon | Stamford. |
| Bolinger, Louise | Waco. |
| Bonner, Wm. Edward | Mexia. |

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| Brown, Lewis Bell, Jr | Smithfield. |
| Byars, Mervyn | Waco. |
| Campbell, Shirley | Crawford. |
| Camp, Bertie Calvin | Drop. |
| Carpenter, Mary Louise | Mart. |
| Chiles, Fred Coon | Celeste. |
| Clay, Henry | Moody. |
| Clegg, Hettie | Trinity |
| Clinkscales, Louis Deupree | Vinita, I. T. |
| Cole, Elisha Thomas | Ferris. |
| Connally, Rose Dovina | Eddy. |
| Conner, Emma | Rosebud. |
| Conner, Walter Thomas | Caps. |
| Cook, Osee Tom | Farmersville. |
| Couch, Alvy | Haskell. |
| Cowden, Lucy, | Midland. |
| Curtis, Mattie | Vernal. |
| Davis, Helen | Hillsboro. |
| Davis, Walter Tipps | Lometa. |
| Dodson, John Slack | Nevada. |
| Dotson, Pauline | Nacogdoches. |
| Evans, George Robert | Athens. |
| Falkner, Mordis | Waco. |
| Fisher, John B | Waco. |
| Francis, Edward Manning | Jacksonville. |
| Fulbright, George Smith | McKinney. |
| Garrett, Myrtle | Stranger. |
| Gilmær, Henry Wiley | Prosper. |
| Goerner, Wm. Oscar | Bastrop. |
| Gooch, Wilby T | Waco. |
| Graham, Minnie | Tuscola. |
| Greek, Genevieve | Waco. |

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| Grow, Walter Paoli | Comanche. |
| Guynes, Alyne | Calvert. |
| Hagens, Irma | Reagan. |
| Hamil, William Cullen | Tyler. |
| Hanks, Marshall Bernard | Caldwell. |
| Hardin, Abell Duncan | Waco. |
| Hardy, Henry Fay | Throckmorton. |
| Hargrove, Ennis | Sulphur Springs. |
| Harrell, Lillian | Waco. |
| Harrington, Genoa | Waco. |
| Harris, Newton Temple | Ft. Worth. |
| Harrison, Archie | Seymour. |
| Hawkins, Joseph Elmer | Waco. |
| Hawkins, Leta Rausaline | Waco. |
| Hawkins, Mary Elizabeth | Waco. |
| Heffington, James Carroll | Richardson. |
| Herring, James Clinton | Sachse. |
| Herring, Miles Henry | Waco. |
| Hillsman, Mattie Roxana | Ledbetter. |
| Holsonbake, Rufus Elmer | Farmersville. |
| Howard, Manson Equiller | Merit. |
| Ikard, Katherine | Henrietta. |
| Jones, Robert Duncan | Copeville. |
| Keith, Benjamin Franklin | Cookville. |
| Kendrick, Ben Hill | Waco. |
| Kirkland, Mattie | Teka. |
| King, Eustace Eugene, Jr. | McKinney. |
| Lewis, Grace | Waco. |
| McClelland, May | Gilmer. |
| McCollum, Kate | Waco. |
| McCullough, Richard Coalman | Manor. |
| McKinney, Wm. Alonzo | Waco. |

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| Martin, Hugh Ernest | Waco. |
| Martin, Nora | Waco. |
| Matthews, Harlan Julius | Waco. |
| Milam, Louretta | Dallas. |
| Miller, Ruth | Gainesville. |
| Moore, Thomas Webb | Hereford. |
| Morgan, Joe Willis | Hubbard. |
| Morrow, Wm. Samuel | Waco. |
| Muirhead, Harry Harvey | Temple. |
| Neal, Melvin Owen | Colorado. |
| Obertheir, Abbie Carolyn | Henderson. |
| Obertheir, Elizabeth | Henderson. |
| Olson, Jno. Lauris | Cranfill's Gap. |
| Pace, Julian Harrison | Liberty Hill. |
| Patterson, Clavy Earle | Celeste. |
| Petty, Wm. Hardy | Gilmer. |
| Porter, Ellen | Waco. |
| Richardson, Grace | Era. |
| Riley, Jessica Trotter | Temple. |
| Robb, Sam Tom | Pennington. |
| Russell, C. I | Panhandle. |
| Sewell, Wm. Henry | La Fayette. |
| Saunders, William Harrison | |
| Shead, Harvey Panner | Elk. |
| Slaughter, Alex. Averill | Dallas. |
| Smith, Isaac Henry | Boyce. |
| Speight, Jesse | Waco. |
| Staton, Charles Foster | Gonzales. |
| Stell, Josie | Henderson. |
| Stribling, Mary | Round Mountain. |
| Stricklin, Mark Leonidas | Waco. |
| Talley, Louis Robert, | Temple. |

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| Terry, Mattie | Celeste. |
| Tirey, Frank Burton | Boz. |
| Vannoy, George Oliver | Annona. |
| Walker, Carrie | Waco. |
| Wallace, Robert Lee | Callina. |
| Watkins, Bertha | Nevada. |
| Watkins, Marcellus | Royse City. |
| Wombel, Lucie | Caldwell. |
| Wroe, Oran | Kirk. |
| Wynn, William Henry | Reinhardt. |

Special Students.

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|-----------------------------------|-------------------|
| Abeel, Thomas | Waco. |
| Abeel, Mrs. | Waco. |
| Anderson, Park Harris | Oklahoma, O. T. |
| Armstrong, Mary Lou | Wharton. |
| Arnold, James Oscar | Plano. |
| Ashburn, Allie | Waco. |
| Autry, Nettie | Waco. |
| Bishop, Mycajah | Winters. |
| Bivins, Ida Mae | Haskell. |
| Boyles, Mattie | Reagan. |
| *Brown, Lula | Midland. |
| Bryan, Nonie | Lake Charles, La. |
| Bryant, Sicily Eliza | Durango |
| Carothers, Grace | Sulphur Springs. |
| Carroll, Mattie Kate | Waco. |
| Carter, Jessie Gertrude | Camden, Tex. |
| Castleberry, Willie Augusta | Cameron. |
| Cater, Douglass | Lovelady. |
| Chamberlain, Lora | Burnett. |
| Clark, Stella | Rosenthal. |

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| Clement, Lydia..... | Waco. |
| Cocke, Robert Somorville..... | Austin. |
| Cocke, Sabra Sears..... | Marshall. |
| Cowden, Lillie..... | Midland. |
| Cowden, Ruth Mae..... | Midland. |
| Crawford, Lillian..... | Mt. Calm. |
| Creekmore, Maude..... | Josephine. |
| Cummins, Kate..... | Ennis. |
| Darby, Miles Addison..... | Florence. |
| Davis, Florence..... | Waco. |
| Davis, Mattie..... | Waco. |
| Davis, Lilla..... | Waco. |
| Davis, Jeffie..... | Waco. |
| Davison, Verna..... | Reagan. |
| de Steiguer, Ida..... | San Marcos. |
| de Steiguer, Julia..... | San Marcos. |
| Dickson, Chas. Alexander..... | Waco. |
| Drisdale, Emma Edna..... | West Point. |
| DuBois, Nell Ray..... | Rockdale. |
| Dupree, Katherine..... | Marlin. |
| Dyer, Grace..... | Waco. |
| Elliott, Joseph Howard..... | Mansfield. |
| Everett, Washington Brutus..... | Corsicana. |
| Fennell, Maggie..... | Waco. |
| Franks, Olga..... | Sweet Home. |
| Gaddy, Maude..... | Waco. |
| Gantt, John Walter..... | Burleson. |
| Garrett, Dora..... | Waco. |
| Garrett, Sallie Lou..... | Waco. |
| Gilbreth, Monte Christo..... | Monticello, Ky. |
| Godley, Emma..... | Dallas. |
| Gouldy, Nora Carrie..... | Waco. |

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| Graves, Pearl..... | Waco. |
| Griffis, Hallie..... | Rosenthal. |
| Gurley, Earle..... | Waco. |
| Hall, Margaret..... | Kosse. |
| Harper, Mrs. Lola..... | Waco. |
| Harris, Annie Pearle..... | Waco. |
| Harris, Roberta..... | Waco. |
| Harris, Robert Templeton..... | Yokeley. |
| Harris, Sybil..... | Fort Worth. |
| Harrison, Annie May..... | Palmer. |
| Hedgcoxe, John Graves..... | Roswell, N M. |
| Henslee, Claude..... | Merit. |
| Holloway, Katie..... | Weimer. |
| Honea, Marian..... | Waco. |
| Horner, Susie..... | Waco. |
| Huff, Erin..... | Venus. |
| Huff, Ollie..... | Venus. |
| Isaacs, Lucinda..... | Rockdale. |
| Kendall, Margaret..... | Waco. |
| Kendrick, Marjorie..... | Waco. |
| King, Collins Taylor..... | Waco. |
| King, Conant Meigs..... | McKinney. |
| Kyger, Evelyn Eugenie..... | Waco. |
| Levinski, Edith..... | Waco. |
| Lockett, Maggie..... | Meridian. |
| Loughridge, Emma..... | Waco. |
| Lusk, Lonnie Lee..... | Waco. |
| McCalla, Margaret..... | Rockdale. |
| McKamey, Ivy M..... | Gregory. |
| McKendree, Mrs..... | Waco. |
| McKenney, Bianca Susie..... | Waco. |
| Magee, Mabel..... | Lake Charles, La. |

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| Marshall, Mrs. Morton..... | Waco. |
| Martin, Joe..... | Waco. |
| Matthews, Rena..... | Athens. |
| Matthews, Willie..... | Athens. |
| Maxwell, Annie Carey | Waco. |
| Melton, Bertha..... | Waco. |
| Miller, Letitia..... | Moody. |
| Mixon, Ella..... | Bruceville. |
| Morrow, Dora | Nobility. |
| Morse, Flora..... | Waco. |
| Morse, Kate..... | Waco. |
| Neeley, Josie..... | Moody. |
| Noble, Kittie..... | Lampasas. |
| Norton, Ida..... | Quanah. |
| Oakes, Lalla..... | Channing. |
| O'Brien, Florence..... | Waco. |
| Oram, Alline..... | Hubbard. |
| Padgitt, Lottie | Waco. |
| Patton, Katherine..... | Henrietta. |
| Paxton, Nelie..... | Waco. |
| Pierson, Bessie..... | Winsboro. |
| Pitts, Chas. Pegues..... | Grandview. |
| Pool, De..... | Grandview. |
| Porter, Asa Newton | Waco. |
| Ritchie, Riley..... | Tulsa, I. T. |
| Riggle, Rebecca May | Manor. |
| Riley, George Washington..... | Waco. |
| Reynolds, Eloise..... | Waco. |
| Rogers, Lillie..... | Morgan. |
| Roseborough, George Bruce..... | Belton. |
| Rose, Edna..... | Waco. |
| Rotan, Francis | Waco. |

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| Rounsavall, Ree..... | Waco. |
| Rowe, Alberta Conall..... | Waco. |
| Scofield, Willie..... | Hillsboro. |
| Smith, Maggie..... | Fentress. |
| Smith, Marjorie..... | Waco. |
| Sonntag, Douglas..... | Waco. |
| Speck, Elza Ruth..... | Marcy. |
| Standefor, Ethel..... | Waco. |
| Standefor, Lucy..... | Waco. |
| Standefor, Pearl..... | Waco. |
| Stubblefield, Ella..... | Waco. |
| Surratt, Marguerite..... | Waco. |
| Swann, Robt..... | Hubbard. |
| Talbot, Newton Mulkey..... | Trenton. |
| Tanner, Mrs. Mary..... | Waco. |
| Triplett, Della..... | Hale Center. |
| Tyler, Belle..... | Temple. |
| Vaughan, Mattie..... | West. |
| Vesey, Myra..... | Waco. |
| Wallace, Ollie Francis..... | Valley View. |
| Webb, Julia Estella..... | Itaska. |
| West, Candace..... | Groveton. |
| Witt, Myrtle..... | Moody. |
| Wood, Ludie May..... | Waco. |
| Worley, Daisy..... | Bryan. |
| Wood, Mary Belle..... | Waco. |
| Wray, Cudd Henderson..... | Waco. |
| Wright, Hannah..... | Waco. |

Students in the Academy.

SENIOR YEAR.

| | |
|------------------------------------|------------------|
| Anderson, Wm. Henry | Greenville. |
| Atkinson, Norman | Waco. |
| Ballard, Nellie..... | Whitney. |
| Baines, Geo. Washington | Waco. |
| Baines, Wm. Mackintosh..... | Waco. |
| Battaile, Chas. Robert..... | Elm Mott. |
| Black, Lemuel Duncan | Waco. |
| Boswell, William Dee..... | Hutto. |
| Brindley, Bethea | Eyrie |
| Brown, Henry Elmer | Ocee. |
| Bryan, Clevie | Waco. |
| Bryan, Oscar Eugene | Gainesville. |
| Clark, Van Barnes..... | Temple. |
| Cooper, Oscar Henry, Jr | Waco. |
| Crouch, Beulah | Heidenheimer. |
| Daniel, Joseph Cary | Waco. |
| Duncan, Robert Austin | Wylie. |
| Duncan, Wm. Frederick | Wylie. |
| Durham, Perrin Sparks..... | Fowler. |
| East, Walter | Burleson. |
| Edwards Christopher Clarence | Waco. |
| Edwards Francis Marion..... | Dawson. |
| Ellis, Maye Alyse..... | Dawson. |
| Evans. Perry Farmer..... | Trenton. |
| Ferrell, Oran Luther..... | Gilmer. |
| Finley, Wm. Henry | Allen. |
| Fouts, Edward Purser..... | Mt. Lebanon, La. |
| Garrett, Hosea..... | Waco. |
| Gentry, Edna Aylita | Waco. |

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| Gentry, Leona | Waco. |
| Hardin, Wilford Baylus | Waco. |
| Harrison, Charles Shepard | Buda. |
| Henderson, Judson Sanford | Waco. |
| High, James Francis | Moody. |
| Hill, David Barton | Payson, Ariz. |
| Hill, James Warren | McKinney. |
| Hooser, Edison Harrison | Ruth. |
| Johnson, Hugh Campbell | Abbott. |
| Jones, Allen Edward | Whitesboro. |
| Kellogg, Eustace Ernest | Hewitt. |
| Kendrich, Hester | Waco. |
| Kincannon, James Spencer | Hope, I. T. |
| Latham, Madge | Dublin. |
| Lester, Dunlap | Canyon City. |
| Lewis, Esker Monroe | Runge. |
| Lockett, Wm. Bates | Vernon |
| Lowrey, Annie Dora | Prairie Hill. |
| McKinney, Patrick Harris | Jones Prairie |
| McLeod, Maude Pauline | Vidette. |
| McLerran, Casca James | Jones Prairie. |
| Martin, Emma | Waco. |
| Maxwell, Simeon Henry | Waco. |
| Meadows, Julia | Haynesville, La. |
| Neale, Laura Francis | Leonard. |
| Nowlin, John Kidd | Waco. |
| Orand, Wm. | Waco. |
| Pittman, Katie | Waco. |
| Pool, Henry Talmage | Nevada. |
| Ray, Hiram Cassins | Moody. |
| Robb, Roy Roland | Pennington. |
| Roberts, Branch Sholas | Woodville. |

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| Rodgers, Minnie Birdie | Waco. |
| Routh, Jonathan Nunnely | Blanket. |
| Saffle, John Washington | Waco. |
| Smith, Chester Arthur | Nevada. |
| Smith, Hiram Clinton | Lytton Springs. |
| Spurlin, Cora | Hillside. |
| Still, Margaret | Henderson. |
| Stockton, Welborn Bruce | Bartlett. |
| Talkington, Thomas Walton | Nelta. |
| Talley, Wm. Reuben | Temple. |
| Tweedy, E. A | Valley Mills. |
| Walker, Ida | Waco. |
| Webb, Wm. Walter | Itaska. |
| Whitehead, Lizzie | Blanket. |
| Wilcox, James Meredith | McKinney |

MIDDLE YEAR.

| | |
|---------------------------|--------------------|
| Aldridge, Hattie | Myra. |
| Aldredge, Homer Caesar | Brooksville, Ala. |
| Alley, Nickolas | Hale Center. |
| Allman, Wm. Richard | Stephenville. |
| Barnett, James Dewey | Blue Ridge. |
| Barnett, Wm. Luey | Blue Ridge. |
| Barrett, Elmer Graves | Waco. |
| Barrett, Gordon | Sulphur Springs. |
| Barton, Hamlin | Temple. |
| Beaty, Mozelle | Waco. |
| Bellah, Dolores | Fulda. |
| Bellah, Florence | Fulda. |
| Belsher, Robt. Julian | Whitesboro. |
| Berry, Benj. Franklin | Billington. |
| Billington, James Ezekiel | Waco. |
| Blackman, Luther Marvin | Sweet Water, O. T. |

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| Blair, Thomas | Waco. |
| Blaylock, Braxton Bragg..... | Waco. |
| Bogges, John Wood..... | Waco. |
| Boone, Robt. Quintin | Oglesby. |
| Boyd, James Autrey | Re. |
| Bright, Benj. Marion | Waco. |
| Brunson, William | Blue Ridge. |
| Bryant, Martha Eva | Durango. |
| Burkhalter, Frank Ernest | Mt. Calm. |
| Butler, Isaac Alvy | .Panhandle. |
| Byrd, Homer | Jacksonville. |
| Cargile, Finis Louis | Nelta. |
| Carroll, Lee | Beaumont. |
| Carter, Lettie..... | Waco. |
| Carver, Kate | Whitney. |
| Catron, Robt. Martin | Orange. |
| Clark, Hosea L. | Calvert. |
| Clement, Dora Geneva. | Waco. |
| Clifton, Edith May | McGregor. |
| Collins, Arthur | New Boston. |
| Copeland, Paul..... | Blue Ridge. |
| Cooper, Jackson Stuart | Waco. |
| Cotton, Scott | Emma. |
| Cowan, Myrtle Mae | Pecos. |
| Cranfill, Hallie | Waco. |
| Dailey, Thos. Franklin | Daily. |
| Davis, Matt McKinney | Rector. |
| Davis, Unus Henricks | Waco. |
| Dawson. Eugene Edward | Italy. |
| Dennis, Claude Jefferson..... | Nevada. |
| Denny, Carl..... | Winsboro. |
| Drisdale, Willie Ethel..... | West Point. |

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| Ellis, Geo. Booker | Texarkana. |
| Evans, Willis Crawford | Nevada. |
| Furgerson, Kate | Waco. |
| Frazier, Hallie | Waco. |
| Gantt, Thos. Albert | Burleson. |
| Gardner, Leslie Breckenridge | Waco. |
| Gardiner, Walter Preston | Cyclone. |
| Gober, Walter Leonard | Beaumont. |
| Graves, Henry | Rockdale. |
| Graves Lura | Lilac. |
| Griffis, Alva Edward | Kirk. |
| Gurley, Loulie Earle | Wacc. |
| Guynes, Sudie | Calvert. |
| Harold, Mac. | Celeste. |
| Hawkins, Mabel Josephine | Wacc. |
| Hawkins Pearl | Wichita Falls. |
| Hawkins, Nannie | Whitney. |
| Henry, Harold David | Graball. |
| Henshaw, George Jesse | Turnersville. |
| Herring, Lyman Lee | Orange. |
| Hetchcocke, Saverell Walker | Amphion. |
| Hill, Jas. Efford | Oenaville. |
| Hills, Lillian | Beaumont. |
| Hillyer, Lawrence | Waco. |
| Holman, Virgie | Hutto. |
| Hollums, Jas. Walton, | Grayhill. |
| Hudson, Jas. Robert | Waco. |
| Humphries, Mattie Ora | Valleyview. |
| Hunt, Thomas Ewells | Hillsboro. |
| Hutto, Robt. Walton | Sweet Water, O. T. |
| Jackson, Ben | Carrollton. |
| Jarrell, Clevie | San Antonio. |

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| Jenson, Axel..... | Callina. |
| Jones, Della..... | Ocker. |
| Jones, Maud..... | Heidenheimer. |
| Jones, Daniel Fremont..... | Moody. |
| Kearse, Wm. Johnston..... | Milford. |
| Kendrick, Herbert Valentine..... | Moody. |
| Kent, Robt. Wiley..... | Kittrell. |
| Laidlow, Harry Hyde..... | Waco. |
| Lattimore, Fannie Lou..... | Elm Mott. |
| Leaverton, Frank William..... | Grapeland. |
| Lee, Lamar..... | Waco. |
| Leigh, Henry..... | Melissa. |
| Lester, Frenk Wm..... | Canyon City. |
| Lewis, Andrew Johnson..... | Deweyville. |
| Lister, Frank Asbury..... | Trinity. |
| Lowe, Samuel Edward..... | Prairie Hill. |
| McBride, Zenobia..... | Waco. |
| McCollum, Carl..... | Pleasant Valley. |
| McCaskill, Adrian Alex..... | Retreat. |
| McCasland, John Jackson..... | Blue Ridge. |
| McCraner, Geo. Lafayette..... | Cleburne. |
| McMinn, Nettie..... | Noonday. |
| Maples, James Albert..... | Waco. |
| Martin, Docia..... | Waco. |
| Maskey, Ernestine..... | Lorena. |
| Maxwell, Hill Luther..... | Waco. |
| Moore, John Henry..... | Billington. |
| Morris, Georgialine..... | Waco. |
| Nash, Frank Campbell..... | Calvert. |
| Oakes, Chas. Edwin, Jr..... | Channing. |
| Oakes, Desdamona Eloise..... | Channing. |
| Overton, Jefferson Davis..... | Waco. |

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| Parrack, Ira Lauris | Dublin. |
| Patton, Achilles John | Waco. |
| Payne, Wm. Nacy | Waco. |
| Pearson, Walter Cleveland | Mineral Wells. |
| Pearce, Jesse Stuart | Carrizo Springs. |
| Perry, Edna | San Gabriel. |
| Presley, Thos. Cornelius | Ocker. |
| Presnall, Caleb Wesley | Waco. |
| Price, Alex John | Alief. |
| Pridgen, John Leslie | Thomaston. |
| Pruett, James Taylor | Huffman. |
| Rankin, Pinkie | Groesbeck. |
| Rasor, Albert Clifton | Waco. |
| Reed, Grover Scott | Kirk. |
| Reuter, Bernhardt Arnold | Roswell, N. M. |
| Roberts, George Chappel | Jacksonville. |
| Robertson, Walter Levert | Austin. |
| Robinson, Jacob Wesley | Alvarado. |
| Rogers, Aline Louise | Waco. |
| Rogers, Thomas Jefferson | Waco. |
| Scott, Noah Oscar | Abbott. |
| Searcy, Ike | Hallettsville. |
| Shankle Willie | Chilton. |
| Sherrod, Wm. Thos. | Stephenville. |
| Shirley, Clarence | Avondale. |
| Sims, John Woodward | Tyson. |
| Smith, Edgar Arthur | Nevada. |
| Smith, James Eclar | Franklin. |
| Smith, Richard Campbell | Waco. |
| Stodgill, Herman Allie | Waco. |
| Strayhan, James Howard | Cottonwood. |
| Strain, Kenith Roscoe | Overton. |

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| Stubb, Frank Walton | Wortham. |
| Summers, Elbert James | Nacogdoches. |
| Taylor, Howell Lewis | Waco. |
| Taylor, Wm. George | Avalon. |
| Thompson, Harry Lee | Honey Grove. |
| Threadgill, Nova | Temple. |
| Trammel, Walter Elbert | Lexington. |
| Turner, Hubert Lee | Waco. |
| Turner, Clyde | Waco. |
| Turner, Harry Allan | Texarkana. |
| Underwood, Wyatt Robert | Eyrie. |
| Walker, Young Felton | Kosse. |
| Walsh, Florence | Waco. |
| Walton, Charles Moses | Richardson. |
| Walton, Pitt Frank | Hubbard. |
| Waters, Wm. Lee | Joynes. |
| Watkins, John Duncan | Jonesboro. |
| Weatherby, Grover Cleveland | Hubbard. |
| Weathered, Bert Augusta | Waco. |
| Welch, Calvin Parr | Dacus. |
| Wharton, Arthur Ernst | Lane. |
| Whitsitt, Cecile | Lorena. |
| Wiggins, John Austin | Waco. |
| Wilbanks, Bunyan | Blue Ridge. |
| Wilcoxsen, Charles Edward | Farmersville. |
| Wilkerson, William Clarke | Proffitt. |
| Williams, William Anderson | Celeste. |
| Williamson, Jerry | Palestine. |
| Wilson, Chester David | Forreston. |
| Wise, James Jacob | Plaindealing, La. |
| Wood, Franklin Hunt | Waco. |
| Wright, Thomas Jefferson | New Port. |

Young, Walter Reeves Jonesboro.
 Youngblood, Virgil Van Buren Ben Wheeler.
 Youngblood, Julian Harper Avalon.

JUNIOR YEAR.

Adams, Jack Horatio Waco.
 Akers; Jessie Burleson Woodford, I. T.
 Allen, Willie Teka.
 Bateman, Joe Wesley Henderson.
 Berly, Eula Beaumont.
 Blair, Annie Etta Bosqueville.
 Bonner, Joseph Adolphus Mexia.
 Breustedt, Lillian Waco.
 Bryant, Tullye Samuel Durango
 Bumpass, Edith Copeville.
 Burr, Velma Laredo.
 Carroll, Edena Waco.
 Chamberlain, Lester Aldredge Reagan.
 Christian, Maggie May Battle.
 Curtis, Laura Estelle Vernal.
 Dalton, Webb Palo Pinto.
 Daniel, Leonard Harden San Antonio.
 Davis, Mary Ann Waco.
 Dawson, James Washington Odessa.
 Dennis, Katherine Waco.
 deSteiguer, Versula San Marcos.
 Donahue, Eugene Marcelena.
 Duffy, John Westminster.
 Dunbar, Luella Campbell.
 Dunks, Ira Crosby.
 Dyer, Dennis Mt. Calm.
 Ely, Richard Colman Waco.
 Futrell, Berry Douglass, Gilmer.

| | |
|-------------------------------|----------------------|
| Gentry, Alonzo Lee..... | Trenton. |
| Gibson, Zona..... | Demming, New Mexico. |
| Gilliland, Pearl..... | Granbury. |
| Glenn, Robert Lee..... | Winsboro. |
| Graham, Joseph..... | Chunky, Miss. |
| Graves, Inez..... | Waco. |
| Graves, Mary..... | Waco. |
| Green, Cardin Lee..... | Waco. |
| Green, George William..... | Waco. |
| Gregory, Ernest Roy..... | Howard. |
| Hamlett, Bonniel..... | Waco. |
| Harper, Dixie..... | Blanket. |
| Harper, John Carroll..... | Parwin. |
| Harrington, Jessie..... | Waco. |
| Hawkins, Delia..... | Wichita Falls. |
| Hawkins, Eldorado..... | Waco. |
| Hill, Chas. Wm..... | Granger. |
| Holloway, John Isaac..... | Waelder. |
| Johnson, Eva..... | Galveston. |
| Jones, Harry..... | Granger. |
| King, Walter..... | Waco. |
| McKenzie, Thos. Elijah... .. | Waco. |
| Manning, Wm. Burt..... | Cotton Gin. |
| Monroe, Benj. Franklin..... | Lexington. |
| Morrow, Harvey Elmo..... | Palestine. |
| Moses, Fred Grant..... | Jennings, La. |
| Nash, Alma..... | Waco. |
| Newman, Albert Broadus..... | Waco. |
| Nobles, Zadock Zachariah..... | Waco. |
| Osborne, Mason.... . | Boliver. |
| Perez, Simon Jerome..... | Beeville. |
| Pierce, Walter Art..... | Savoy |

| | |
|---------------------------------|---------------|
| Pierce, John Maxie..... | Savoy. |
| Pierson, Frank Homer..... | Emory. |
| Power, Burton Holloway..... | Medina City. |
| Prendergast, Albert Conoly..... | Waco. |
| Rector, Sam Davis..... | Rector. |
| Roberts, Pierce..... | Waco. |
| Scott, John Robert..... | Groesbeck. |
| Simmons, Jesse..... | Nevada. |
| Sims, John Wood..... | Tyson. |
| Smythe, Beryl..... | Mart. |
| Smith, Isaac Henry..... | Waco. |
| Spears, Margaret..... | Waco. |
| Stricklin, Mrs. Candace..... | Waco. |
| Surratt, Joe Polk..... | Waco. |
| Thacker, Alva Ross..... | Marlow, I. T. |
| Thurman, Ora Owens..... | Olga. |
| Wallace, Steve..... | Callina. |
| Ward, Jack Stone..... | Beaumont. |
| Ward, Nena..... | Beaumont. |
| Watson, Jos. Perry..... | Allen. |
| Whiddon, Rufus Clarence..... | Billington. |
| Wilkerson, Theo..... | Holland. |
| Williams, Maude..... | Dallas. |
| Wilson, Wm. Griffin..... | Waco. |
| Wisdom, Pierce Alexander..... | Texarkana. |
| Wright, Milton Simms..... | Lamb. |

Students in the Summer School, 1901.

| | |
|-------------------|-------------------|
| Allmon, W. R. | Levelle, M. G. |
| Bennett, Mollie | Leoneski, J. |
| Bogges, A. L., | Longmire, G. R. |
| Busby, A. E. | Martin, Nora |
| Callaway, C. O. | Maxwell, O. A. |
| Carroll, W. G. | Maxwell, L. |
| Cates, C. G. | McCarty, M. M. |
| Conn, John T. | McClain, Mr. |
| Coward, Andrew | McAlister, Miss |
| Dancer, B. F. | McDonald, G. W. |
| Daniel, Maude | Miller, Miss |
| Davis, Mr. | Miller, J. J. |
| Davis, M. A. | Morse, Kate |
| Davis, Unus | Morse, Fannie |
| Edmonson, Eddie | Morgan, J. S. |
| Edmonson, Estelle | Newman, J. C. |
| Eikel, Miss | Norton, F. L. |
| Evens, G. M. | O'Brian, Miss |
| Fisher, S. J. | Parsons, W. J. |
| Gober, Olin | Powell, L. D. |
| Halbert, Olive | Prince, W. H. |
| Halbert, Ada | Roberson, J. E. |
| Hander, A. E. | Rollo, Bernice |
| Harris, Miss | Rounsavall, R. O. |
| Head, J. H. | Richardson, J. T. |
| Head, J. L. | Sargent, J. F. |
| Helm, J. C. | Shankle, W. E. |
| Horne, Blanche | Spurlin, Cora |
| Isaacs, B. K. | Standefor, Pearl |
| James, W. C. | Stockard, L. V. |
| January, C. | Taegert, J. F. |

| | |
|------------------|-------------------|
| Jones, J. M. | Tallo, May |
| Jones, J. B. | Tanner, Mrs. Mary |
| Kearse, W. J. | Walker, Carrie |
| Key, B. W. | Walker, R. |
| Kirkland, Archie | Wells, Polly |
| Lee, R. E. | Wells, M. L. |
| Lewis, Mamie | Wetherby, E. P. |

Students in the Summer Bible School, 1901.

| | |
|--------------------|---------------|
| Anderson, W. H. | Greenville. |
| Appling, C. H. | Conch. |
| Ayers, W. L. | Sidney. |
| Benson, J. H. | Waco. |
| Boswell, W. D. | Hutto. |
| Billington, J. E. | Hubbard City. |
| Bledsoe, F. F. | Maybank. |
| Barrett, E. G. | Yukon, O. T. |
| Bullock, N. B. | Robert Lee. |
| Ballard, J. D. | Whitesboro. |
| Bard, D. C. | Clarkson. |
| Brown, Maude. | Clarkson. |
| Coward, Mrs. R. S. | Waco. |
| Curtis, A. B. | Fruitland. |
| Cole, L. M. | Noble, La. |
| Cunningham, J. | Benton. |
| Curb, C. M. | Ryan, I. T. |
| Chancellor, W. W. | Dundee. |
| Connor, W. T. | Caps. |
| Carver, W. C. | Decatur. |
| Corry, Miss Byrdie | Hillsboro. |
| Collins, A. P. | Ft. Worth. |
| Cornelius, E. S. | Waco. |

| | |
|--------------------------|---------------|
| Cagle, J. M..... | Davis, I. T. |
| Clement, Miss Lydia..... | Elm Mott. |
| Davis, M. L..... | Waco. |
| Dosher, J. M..... | Oscee. |
| Earp, W. R..... | Commerce. |
| Edwards, F. M..... | Dawson. |
| Fletcher, R. J..... | Commerce. |
| Foster, J. W..... | Wylie. |
| Gilliam, G. W..... | Tyler. |
| Grimes, B..... | Frank. |
| Gibson, Miss Belle..... | San Antonio. |
| Gentry, F. A..... | Decatur. |
| Gentry, J. C..... | Waco. |
| Green, W. M..... | Stephenville. |
| George, J. M..... | Waco. |
| Gibson, R. H..... | Carlton. |
| Gates, I. E..... | Battle. |
| Gentry, John..... | Leonard. |
| Garrett, Hosea..... | Waco. |
| Harvey, Mrs. J. N..... | Waco. |
| Headly, Miss..... | Waco. |
| Harris, Mrs. Harvey..... | Waco. |
| Hillyer, L..... | Waco. |
| Hall, Miss Lizzie..... | Cleburne. |
| Hutchkins, Bertha..... | Waco. |
| Harlan, Sarepta..... | Waco. |
| Humphreys, J. W..... | Nocona. |
| Hamil, W. C..... | Waco. |
| Haggard, Walter..... | Seymour. |
| Horneberg, C. A..... | Marble Falls. |
| Harvey, Harvey..... | Seymour. |
| Hensley, F. M..... | Lorena. |

| | |
|------------------------|------------------|
| Hunt, J. M..... | Lampasas. |
| Heath, H. D..... | Aubrey, |
| Hillsmon, Mattie | Ledbetter. |
| Jones, E. T..... | Corbet. |
| Jeffery, Henry..... | Carrizo Springs. |
| Jackson, A. B..... | Moffat. |
| James, Mrs. W. C..... | Clarksville. |
| January, Cassie..... | Athens. |
| Knight, W. A..... | Rosebud. |
| Kendall, H. Q..... | Brownwood. |
| King, J. S..... | Abbott. |
| Knight, Miss Edna..... | Waco. |
| Kilgo, J. C..... | Speegleville. |
| Kircher, Miss..... | Waco. |
| Lile, Arthur..... | Paducah. |
| Ludwick, J. N..... | Whitson. |
| Lusk, L. L..... | Waco. |
| Logan, F. M..... | Sego. |
| Leake, A. L..... | Baird. |
| Lockett, B. L..... | Vernon. |
| Lindsry, R..... | Graham. |
| McCuistian, J. H..... | Bowie. |
| Marshall, J. N..... | Laredo. |
| Moore, J. D..... | Holland. |
| Mansel, P. A..... | Peaster. |
| Morrow, J. M..... | Tyler. |
| Mahan, J. L..... | Athens. |
| Meroney, W. P. | Comanche. |
| Melton, W.W..... | Bellevue. |
| McClure, H. M..... | Decatur. |
| Meadows, Julia..... | Haynesville, La. |
| Morris, W. W..... | Sulphur Springs. |

| | |
|------------------------|--------------------|
| McCraner, G. L. | Cleburne. |
| McCullough, R. C. | Manor. |
| Means, B. W. | Bend. |
| Nobles, Z. Z. | Groesbeck. |
| Neal, V. C. | Moody. |
| Porter, W. J. | Alvord. |
| Pippin, W. E. | Valley Creek. |
| Pearce, Jesse | Carrizo Sprigs. |
| Pace, W. J. | Waco. |
| Poe, Emma. | Cold Springs. |
| Reese, E. D. | Leonard. |
| Reaves, J. B. | Pauls Valley, I.T. |
| Rowe, Mrs. J. F. | Waco. |
| Rhode, Hiram. | Floresville. |
| Riley, G. W. | Waco. |
| Richbourg, B. G. | Clyde. |
| Reynolds, J. P. | Waco. |
| Reece, Thomas | Leonard. |
| Spradley, C. L. | Jones Prairie. |
| Strange, D. W. | Honey Grove. |
| Suttle, F. E. | Battle. |
| Storms, J. W. | Pipe Creek. |
| Sauls, L. M. | Mabank. |
| Smith, J. H. | Dressey. |
| Smith, R. E. | Coyote. |
| Schilling, C. A. | Waco. |
| Sutten, W. M. | Cameron. |
| Staton, J. W. | Brownwood. |
| Thompson, E. J. | Oak Cliff. |
| Thompson, Cena. | Eyrie. |
| Talley, J. A. | Leesville. |
| Tirey, E. H. | Waco. |

| | |
|---------------------------|-----------------|
| Tanner, Mrs. Mary B. | Waco. |
| Taylor, Eunice..... | Kosse. |
| Underwood, W. R. | Eyrie. |
| Vardman, S. S..... | Gatesville. |
| Vinson, Wade..... | Brownwood. |
| Wood, F. H..... | Waco. |
| Williamson, J. S..... | Palestine. |
| Walton, P. F..... | Hubbard. |
| Wheeler, S. H..... | Cameron. |
| Warren, B. A..... | Floyd. |
| Walker, Mrs. T. P..... | Lorena. |
| Walker, J. L..... | Waco. |
| Wray, C. H..... | Waco. |
| York, M. G..... | Giddings. |
| Townsend, D. W..... | Ft. Chadbourne. |
| York, R. A..... | Cameron. |

DEGREES CONFERRED IN 1902.

BACHELOR OF ARTS.

| | |
|---------------------------|----------------------|
| Joseph Thomas Batson, | Joseph Marion Jones, |
| Benjamin Franklin Dancer, | Milburn McCarty, |
| Lena Lee Edwards, | Oscar Payne, |
| John Hamilton Green, | Joseph Pearce, |
| John Henry Tedford. | |

BACHELOR OF PHILOSOPHY.

| | |
|----------------------------|-----------------------|
| Rufus Clarence Fulbright, | Margaret May Lindsey, |
| Zuma Rice Hartfield, | Jesse Burgess Pool, |
| Lizzie Carroll Jones, | Houston Scofield, |
| Samuel Harrison Lattimore, | C. C. Slaughter, |
| Oscar Morris Weatherby. | |

BACHELOR OF LITERATURE.

| | |
|-------------------|--------------------|
| May Belle Battle, | Sara Rose Kendall, |
| Corinne Fisher, | Harvey Mac Richey. |

BACHELOR OF SCIENCE.

James Jackson Miller.

MASTER OF ARTS.

David Cassius Warren.

MASTER OF SCIENCE.

Hallie Earle.

DOCTOR OF DIVINITY.

Rev. George. W. Truett.

Graduates in Fine Arts.

PIANO.

Osee Tom Cook,
Kate Cummins,
Emma Godley,
Margaret McCalla,
Liska Miller,
Florence O'Brien,

Lillie May Cowden,
J. Walter Gantt,
Margaret Hall,
Alline Oram,
Kitty Noble,
Bessie A. Pierson.

VOCAL MUSIC.

Jessie Gertrude Carter,
Maggie Lockett,

Bianca McKenney;
Ruby Wemyss.

VIOLIN.

Julia deSteiguer,

Katharine Patton.

ART.

Dora Morrow,

Rebecca Riggle,

Julia deSteiguer.

ORATORY.

Grace Dyer,

Maggie Lockett,

Mattie Kirkland.

SUMMARY OF STUDENTS IN THE UNIVERSITY,

1901—1902.

THE COLLEGE:—

| | |
|---|----|
| Graduate Students..... | 9 |
| Students in Department of Correspondence..... | 18 |

UNDERGRADUATES:

| | |
|-----------------------|-----|
| Senior Class..... | 27 |
| Junior Class..... | 39 |
| Sophomore Class..... | 37 |
| Freshman Class..... | 126 |
| Special Students..... | 144 |

THE ACADEMY:—

| | |
|--|-----|
| Senior Year..... | 76 |
| Middle Year..... | 179 |
| Junior Year..... | 86 |
| Number in Bible School (Summer 1901)..... | 130 |
| Number in Summer School (Summer 1901)..... | 76 |

Total number in school during year, Sept. 1, 1901,
to June 1, 1902..... 740

Total 952

Less names inserted twice..... 63

Total enrolled June 1, 1901, to June 1, 1902.. 879

SPECIAL DEPARTMENTS.

| | | |
|--|--|-----|
| 1 | Piano | 151 |
| 2 | Violin | 31 |
| 3 | Violincello..... | 4 |
| 4 | Double Bass..... | 1 |
| 5 | Mandolin | 12 |
| 6 | Guitar..... | 10 |
| 7 | Vocal..... | 59 |
| 8 | Sight Singing..... | 47 |
| 9 | Harmony | 24 |
| 10 | Counter Point... .. | 4 |
| 11 | Elocution | 71 |
| 12 | Art..... | 25 |
| 13 | Military..... | 143 |
| 14 | Orchestra..... | 38 |
| 15 | Boarders in Georgia Burleson Hall..... | 155 |
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| { Ministerial Children, 32 { | | |
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| Economics and Political Science | 36 |
| English Language and Literature | 38 |
| German and Romance Languages. | 42 |
| Greek Language and Literature..... | 43 |
| History..... | 45 |
| Latin Language and Literature..... | 47 |
| Mathematics.. | 49 |
| Pedagogy..... | 54 |
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A TRIP TO STAMFORD.



I have just returned from a delightful journey with the Women of Texas Press Association. We were splendidly entertained in the fair city of Waco, besides the beautiful waters of the Brazos as it journeys on with its secrets and its history, across the broad lands of Texas. Every care and kindness was given us while in the city, and most excellently continued when we started on our journey from the neat and well arranged depot of East Waco, and our never-to-be-for-gotten ride in a special car of the Texas Central, through to Stamford.

I was amazed and delighted at the scenery, which, beginning soon after we leave the city limits, continues to increase in interest and to fascinate the eager eye until the road terminates, with a far away sweep of the great range beyond it at Stamford.

Let me try to tell you just a little of this road. Its splendid and practical engineering, which has made every curve a "thing of beauty," and impresses the tourist with the safety with which the iron wheels speed over the shining, even tracks. The road is so smooth, the ties lay so near one another, the bridges are set with such firmness upon their splendid stone foundations—many of the iron bridges having a peculiar and interesting look, from being what is termed, skewed. This making them much stronger and in better condition, in crossing the fresh bright streams that come hurrying along our way. These rivers, creeks and riverlets, all bear testimony that the country through which they pass, has plenty of that most important and necessary article, water. Also, they tell the story that they rise with great force, leaving the debris on the trees and fences as they quietly go back to their beds again.

The low hills, the graceful ascents and sweet air; the pure ozone, how am I going to describe it? The chinnery, with here and there the rabbit's warden; the wolf's lair; the great pastures, whose splendid range contains vast numbers of sleek cattle; the cuts through the earth; the ranch houses and the excellent farm homes that one sees along the way; the up-to-date machinery that the farmers is just now using in cutting his splendid fields of ripened grain, and wheat; the corn tasseling, the cotton promising its yield, and, far away across the fields, the white fleeced sheep, who tells the story of wealth and prosperity in abundance.

Along the line of the road here, truly it may be said, are, "homes for the homeless and land for the landless." The Lone Star Line reveals to the tourist these interesting points and many others which we have not discerned in our varied journeys through the state. This takes you out through the very borders of civilization and enterprise, and one may almost imagine that far beyond the railroad stretches the land where yet might be found the buffalo, the antelope and the wild creatures that once inhabited the plain. The ranchman and the cowboy, the citizen of the town and the hamlet, all have the look of enterprising men, who feel they are in a good country and doing well.

This railroad has been the impetus of wonderful advancement. At its terminus it has the beautiful town of Stamford, with its handsome and well arranged Inn; its two excellent banks; its mills; its splendid two-story school house; its churches and its excellent electric light plant; great water tank, and many details that I must not stop to mention. Beyond it stretches the vast expanse of the range, while in the distance, rising like great monuments in nature's vast cathedral, are those distant blue points of the Double Mountains, while nearer, Flat Top stands out bold and strong.

This journey written in my memory with the silver pen of pleasure and the diamond point of joy, will never fade. I can see the graceful wave of the feathery leaves, of the mesquite trees, the more majestic elm and the paradise trees beside the streams. I can hear the songs of the birds, and breathe the fresh, sweet air, in memory that comes uprising from the vast plains all along the way. The clear blue sky with its shining star at night looks down on the rising village town and promising

city of the Texas Central Railroad. The stars look down and discover Avoca, that beautiful named town, then Lueders; then we reach Reynolds—the highest point—having 1911 feet elevation.

At every station they have their nicely appointed gardens and parks, the floral decorations and shrubbery gracefully placed, and fine arbors rapidly being covered with the vines of summer verdure. Each depot has the name of the town and the county in which it belongs. This makes the country very familiar to the cowboy and the ranchman, as they know more of their counties in the manner of their placing, than almost any other class of people. In fact, the Texas Central officials seem to have grasped the necessities of the people and responded to them in a most generous and interesting manner. They have planted peach trees along the road between the telegraph poles, made many and many a tank, from which the thirsty cattle can drink, left the large pecan trees that will give them abundance of autumn's ripening nuts. Made generous use of the splendid stone from their great quarries and arranged everything for the benefit of the people along the road.

The cattle yards and shoots are in splendid order. Looking within at them as we passed, thinking how many of these animals from the ranch, started from this part of the country on their long journeys to the great Eastern markets, and even for their sail across the seas.

The Lone Star Line has many, many attractions which it is impossible for us to put in this meagre article, but we know that every woman of the Texas Press Association, who was entertained upon its cars, or at Stamford, or who enjoyed, on the journey up, the magnificent banquet given us by the ladies at Cisco, the splendid speeches and the hearty welcome that accompanied it, or the excellent lunch served us at DeLeon on our return, will always feel indebted to the road and every place along the line that interested itself so graciously in our behalf.

I do not know of a better or more complete arrangement for enjoyment than we have had, and our hearts are full of gratitude to those who furnished it to us.

JENNIE HAGAN BROWN.

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